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ABSTRACT

The North Dakota Annual Report for Vocational-Technical Education contains a financial, statistical, and narrative description of the State's accomplishments during fiscal year 1975 in accordance with the objectives set forth in the State plan for the administration of vocational education. Information in the report was compiled from data in the State office and reported by the local education agencies. The report is organized according to the instructional level of persons served (secondary, postsecondary, and adult) and the population groups served (general, disadvantaged, and handicapped). Ancillary services, special programs, and other information are also topics included to indicate ways in which resources were utilized to accomplish the objectives. The activities described in the report are those funded in whole or in part by Federal vocational education funds under Public Law 90-576 and by State vocational funds appropriated by the North Dakota Legislature. (Author/MF)

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NORTH DAKOTA

VOCATIONAL EDUCATION

ANNUAL REPORT

FISCAL YEAR 1975

ED124785

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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STATE BOARD FOR VOCATIONAL EDUCATION

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INTRODUCTION

The North Dakota Annual Report for Vocational-Technical Education contains a financial, statistical and narrative description of the state's accomplishments during fiscal year 1975. The accomplishments are reported in terms of the objectives set forth in the State Plan for the administration of vocational education.

All information included in this report was compiled from records maintained in the state office, statistical reporting data from the local education agencies and annual reports furnished by various local vocational programs.

The narrative report is organized according to the instructional level of persons served -- secondary, post-secondary and adult, and the population groups served -- general, disadvantaged and handicapped. Also included are special programs and ancillary services. Descriptions are included of specific programs and services which exemplify ways in which resources were utilized to accomplish the objectives.

The activities described in this report include only those that were funded in whole or part with federal vocational education funds appropriated under Public Law 90-576 and state vocational funds appropriated by the North Dakota Legislature.

Carrol E. Burchinal
State Director

VT 102 944

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VOCATIONAL EDUCATION
PROGRAM ACCOMPLISHMENT

INTRODUCTION

More than 52,382 citizens participated in vocational-technical education programs in fiscal year 1975. This represents an increase of 6,896 over the previous year. These citizens included 11,423 adults participating in supplementary and preparatory programs conducted throughout the state, 4,788 students in post-secondary vocational-technical programs and 26,585 high school students.

Table 1

TOTAL Vocational Education Program Enrollment by Program by Year

	1971-72	1972-73	1973-74	1974-75
GRAND TOTAL	32,637	36,910	45,486	52,382
Agriculture	5,632	6,779	7,269	7,883
Distribution	2,173	1,147	1,477	2,342
Health	848	969	2,238	1,267
Occupational Home Economics	587	385	598	688
Office Education	5,215	5,038	5,592	5,912
Technical	477	521	840	779
Trades & Industry	5,098	5,481	6,196	7,071
Special Programs	806	3,824	5,895	9,586
Consumer & Homemaking	11,801	12,766	15,381	16,854

The number of people served in vocational education programs has increased steadily over the past years. Much of the growth can be attributed to the additional funds provided at the state and local levels. Along with the increase in number of programs the quality of programs continues to improve.

The forty-fourth Legislative Assembly in 1975 enacted several major pieces of legislation affecting vocational education. The new legislation will assist local school districts in providing vocational education opportunities to more students either through multi-district vocational centers or other cooperative arrangements with neighboring school districts. The new laws provided for Multi-District Vocational Center Governing Boards, transportation aid for busing vocational students, a permissive mill levy for vocational education, and a change in the law allowing local districts to count up to five vocational courses towards meeting the minimum curriculum law.

Three new multi-district vocational centers were approved in 1975. The centers located at Grafton, Devils Lake, and Oakes will be serving sixteen different school districts. Each center will have a comprehensive vocational offering for both high school students and adults. The centers will become operational in the fall of 1975.

Other major accomplishments in 1975 included the establishment of a new Truck Driver Training program at Dickinson State College; approval of a Mobile Welding Laboratory at the North Dakota State School of Science, to serve retraining needs of adults; a pilot program in personnel development which placed about 40 vocational teachers in actual work experience for six to 12 weeks in industry; implementation of a Management by Objectives (MBO) system for the state vocational education staff; a traveling workshop for school counselors to increase their knowledge of North Dakota industry by actual visitations to selected business and industrial firms; curriculum improvement projects were conducted in each of the program areas; increased services were provided local schools in helping maintain quality programs; and an increased response to new industrial development and their resultant increased manpower needs was made by the establishment of new programs and increased resource allocation.

Vocational Education continued to serve a useful purpose during the past year. Local high school districts and community colleges have been progressive in meeting the needs of all persons who want, need, and can benefit from vocational education.

REGULAR PROGRAMS

Part B of the Act

I. The following accomplishments are reported in terms of the objectives for each of the five categories of persons to be served as set forth in the 1975 Annual Program Plan.

A. SECONDARY (General Population)

Vocational education at the high school level is designed to provide students an opportunity to develop (a) the necessary skills and knowledge for basic entry-level employment; (b) foundation for entry into post-secondary vocational-technical programs; and (c) an increased awareness of a wide range of occupations.

GOAL (1) - provide vocational education programs for secondary level students which are realistic in terms of actual and anticipated labor market demands and will enhance their career development process.

The objectives for the general population at the secondary level and the degree of accomplishment are as follows:

OBJECTIVES:	Outcome Sought	Actual	Percent Attainment
1. To increase the number of secondary students in regular vocational programs.	15,388	14,764*	96.0%
a. Comprehensive High School	14,744	14,370	97.5%
b. Multi-District Vocational Centers	644	394	62.0%
2. To provide for an increase in the number of secondary students completing vocational programs who are available for employment and placed in the field trained or related.			
a. Completions	4,645	4,323	93.0%
b. Available for Employment	1,958	1,960	100.0%
c. Placed in Field Trained or Related	1,703	1,670	98.0%

*Consumer and Homemaking excluded, see Part F of this report.

In pursuit of fulfilling the objectives outlined for the general population at the secondary level, new programs were established and existing programs were up-graded and expanded. The overall number of secondary students served, excluding consumer and homemaking, reflects an increase of 1,856 students as compared to the previous year. This increase was due primarily to an increased number of programs and expansion in existing programs. The broad objectives established at this level were basically fulfilled. While the objective for the vocational centers was not achieved there was an increase of 100 students over the previous year.

The most significant accomplishment at the secondary level was the continuation of the two vocational centers at Cooperstown and Wahpeton and the development of three new multi-district vocational centers at Devils Lake, Grafton and Oakes. These new developments will become operational during the 1975-76 school year.

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for K-12 students and adults in the community. A vocational center is intended to strengthen and extend existing programs and to provide an opportunity to expand offerings to include additional career preparation. A student enrolls in his home school for those courses that can be provided there and is transported to another location for those programs which are not offered at his school. Students are granted high school credits in their home school for the vocational education course obtained through the center.

The Minn-Dak Vocational Center at Wahpeton includes the North Dakota school districts of Fairmount, Hankinson, Wahpeton and Wyndmere and two Minnesota school districts, Breckenridge and Campbell-Tintah. The programs offered included auto mechanics, office education, health occupations, distributive education and new programs in building trades and drafting.

The Sheyenne Valley Vocational Center at Cooperstown included the school districts of Aneta, Binford, Finley, Glenfield-Sutton and Cooperstown plus the

addition of the McHenry, LuVerne and North Central districts. Programs offered were auto mechanics, office education, welding, building trades, health occupations, vocational agriculture and new programs in occupational home economics and an adult farm business management program.

Most of the vocational program areas reflected growth both in number of students served and quality of programs.

Table 2

Total Secondary Enrollment by Program by Year

	1971-72	1972-73	1973-74	1974-75
GRAND TOTAL	20,067	24,353	28,278	34,970
Agriculture	4,774	5,662	5,951	6,406
Distribution	682	768	1,021	1,132
Health	184	231	360	408
Occupational Home Economics	419	366	444	669
Office Education	3,087	3,028	3,465	3,728
Technical	19	13	8	-
Trades & Industry	1,010	1,286	1,570	2,332
Special Programs	801	3,321	5,411	8,060
Consumer & Homemaking	9,091	9,678	10,048	12,235

Major accomplishments in the respective program areas were as follows:

Agriculture/Agri-Business - Vocational Agriculture programs at the secondary level provide knowledge and skills needed in production agriculture as well as a variety of occupations in off-farm agriculture.

In fiscal year 1975 secondary programs in Agriculture/Agri-Business were in operation in 88 schools serving students from 94 different school districts. There was an increase in enrollment of 450 students more than was served in the previous year. Programs at Mandan, St. Thomas, Linton, Tioga and Hazelton were unable to operate because they could not secure a certified instructor.

Over 500 girls were enrolled in Vocational Agriculture in the 1974-75 school year. This represented an increase of more than 200 over the previous year. Girls were enrolled in 70% of the secondary programs.

During Fiscal Year 1975 secondary level departments were approved at the three multi-district vocational centers located at Grafton, Devils Lake and Oakes. Each facility will include a greenhouse as will the new department approved at Mandan. These facilities will help meet the needed occupational demands in the area of Ornamental Horticulture.

The most significant development in Vocational Agriculture in 1974-75 was the addition of 11 more instructors in ongoing programs. The additional instructors helped reduce the teacher-student ratio and allow for a more complete Vocational Agriculture program to be offered, particularly the addition of adult supplementary type offerings for the community. Another important development was the increase in the number of students who participated in a cooperative work experience program in Agriculture-related businesses. More than 725 students were placed in a cooperative work experience program. Other students received practical work experience through farm placement and laboratory experiences in the school facility.

The major concern in Vocational Agriculture continues to be the shortage of qualified instructors. Efforts are being made to recruit more students into the teacher education program.

Distributive Education - Distributive Education programs provide skills and knowledge required for careers in Marketing and Distribution. Programs were continued in 18 high schools with a new program established at Casselton. Enrollment increased by 11% over the previous year.

A major development in Distributive Education in 1974-75 was the Model Store Lab as a method of instruction. This method of instruction is an alternative to the cooperative method where the geographical location of the school makes the cooperative method inappropriate. This method of instruction is also used to assist in providing students with preparatory instruction for employment in a cooperative work experience program.

The statewide Distributive Education advisory committee provided assistance in distributing a Career in Retailing brochure, involvement in workshops for DECA officers, news releases, and publicity regarding adult education activities available through Distributive Education programs. Local advisory committees were also used effectively in each of the approved programs. These committees assisted in securing co-op training stations and evaluation of the curriculum content.

Occupational Home Economics - The purpose of Occupational Home Economics programs is to prepare students for jobs requiring knowledge and skill in related occupations such as Food Service, Child Care, and Home Furnishings. Existing programs were maintained in 11 school districts during 1974-75. The Jamestown program was expanded to include Child Care services. The Occupational Food Service program at Minot had an increase in enrollment which required an additional part-time instructor. The first Occupational Home Economics program in a multi-district vocational center was established at Sheyenne Valley, with classes at both the Cooperstown and Finley sites. More than 200 additional students were served in Occupational Home Economics over the previous year. This represents an increase of 50% in the past two years.

The vocational youth organization associated with Occupational Home Economics is HERO. New HERO chapters were chartered at Hettinger and Minot bringing the total number of HERO chapters in the state to four serving 112 members.

More than 75 students received cooperative work experience in food service businesses. Others received similar experiences through laboratory work at the school facility.

Office Education - Vocational Office Education programs are designed for students whose career objective is to become confident in the skills and knowledge needed for a career in the office occupations. Office Education programs were continued in 63 different school districts in 1974-75. Programs were also included in the vocational centers at Sheyenne Valley, Cooperstown and the Minn-Dak Vocational Center in Wahpeton. New programs were established at the Turtle Mountain Community School in Belcourt and in Walhalla High School. One program was reopened at Ellendale. The overall enrollment showed an increase of about 250 students over the previous year.

While the number of students receiving cooperative work experience as a part of the Office Education program has remained stable over the past few years, the simulated or Model Office has grown in use in North Dakota high schools. Using a Model Office simulation approach, the classroom is transformed into a business office and the students become employees. Commercial simulations such as Lester Hill Office Simulation and Apex are used extensively.

A statewide advisory committee was established for Vocational Office Education in 1974-75. This committee will assist the state supervisor of Office Education in assessing the program content and overall evaluation. Local advisory committees were utilized in each of the approved programs.

Trade and Industrial/Health Occupations - In Fiscal Year 1975, 2,740 students were served in 72 high school programs. This represents an increase of 900 students over the previous year. New programs were established at Langdon High School - Building Trades, Minot High School - Nurses Aide and Electronics, Rugby High School - Building Trades and Health Occupations, Minn-Dak Vocational Center - Building Trades, North Dakota School for the Deaf and Devils Lake High School - Printing, and Bismarck High School - Commercial Art, Building Trades and Electronics. The Trade and Industry co-op program at Hettinger High School was terminated due to lack of qualified instructor.

Efforts were continued at developing an articulated curriculum between the secondary and post-secondary Trades and Industry program. New curriculum materials were made available in Building Trades, Welding and Health Occupations programs. The Health Occupations program appears to be one of the strongest demand programs in Vocational Education at the present time.

More emphasis needs to be placed on providing Trades and Industry cooperative type programs in schools that cannot afford a comprehensive Trade and Industrial offering. The student will receive related instruction in the classroom and the on-the-job work experience in a related business in the community. Another concern is the availability of qualified instructors to meet the increasing demand for Trades and Industry programs at the secondary level.

The six month follow-up of students completing a vocational program indicates an increase of two percent in employment of secondary level student completions over the previous year. The placement by program is as follows:

Table 3

Placement of Secondary Vocational Program Completions

	Agri	Dist Ed	Health	Occup H Ec	Office Ed	T & I
TOTAL COMPLETIONS	1,036	445	273	227	1,463	879
Percent continuing voc. educ.	23%	17%	19%	11%	26%	16%
Percent pursuing baccalaureate	23%	17%	14%	20%	21%	9%
Percent military, other	9%	11%	23%	21%	9%	10%
Percent employed	42%	44%	34%	40%	33%	43%
Percent Unemployed	2%	6%	6%	11%	7%	5%
Percent status unknown	1%	5%	4%	7%	4%	17%

In addition to establishing new vocational programs, many of the existing programs added additional class sections and number of teachers. Also, many of the programs were redirected to serve better the needs of business and industry and the needs of individual students. Increased use of programmed instruction was noted in a number of the programs.

The average school time secondary students spent in vocational education per day was as follows: (based on percent of a six-period school day).

Program Area	Percent Time
01.0000 Agriculture	18.0*
04.0000 Distributive Education	30.0
07.0000 Health	30.0

(Continued)

Program Area (Continued)		Percent Time
09.0000	Consumer	16.0*
	Occupational	25.0
14.0000	Office Education	30.0
16.0000	Technical	30.0
17.0000	Trade and Industry	30.0

*Program includes courses in grades 9-12. Students cannot complete the program in one year.

Advisory committees were organized on the local level for all new programs and for an increasing number of the existing programs. These committees include business and industry representatives, school board members, labor representatives and other lay citizens. These people lend expertise to local planning and development activities and help to insure more relevant programs. They also assist in determining local occupational needs.

In addition to administering their respective services, the vocational education state staff has provided consultive services to secondary schools, conducted curriculum workshops, and assisted local education agencies in planning and developing programs to better serve the disadvantaged and handicapped.

While there have been increased efforts at serving more high school students the major problem continues to be the large number of small high schools that simply cannot support a comprehensive vocational program. Increased efforts must be made to further develop the vocational center concept and seek other alternatives to serving more students.

Approximately 60 percent of the total local, state and federal funds spent on vocational education was expended at the secondary level.

B. POST-SECONDARY (General Population)

GOAL (2) - provide post-secondary vocational-technical education programs for all persons who have completed or left high school in preparation for entering the labor market.

The objectives for the general population at the post-secondary level and the degree of accomplishment are as follows:

OBJECTIVES:	Outcome Sought	Actual	Percent Attainment
1. To increase the number of persons served in post-secondary vocational-technical education programs.	4,999	4,763	95.5%
2. To provide for an increase in the number of post-secondary students completing vocational programs who are available for employment and placed in the field trained or related.			
a. Completions	2,658	2,763	104.0%
b. Available for Employment	2,200	2,562	116.0%
c. Placed in Field Trained or Related	2,134	2,319	109.0%

The enrollment objective for Fiscal Year 1975 was not fully achieved. This is due primarily to more accurate reporting and classification of post-secondary vocational students. Also, in 1974-75 fewer persons entered post-secondary institutions than the previous year. The placement record of post-secondary vocational program graduates continued to improve. In most occupations the demand for post-secondary graduates exceeded the supply.

The percentage of the total post-secondary population age group enrolled in vocational-technical education remains low. Greater efforts are needed in informing this age group of the opportunities a post-secondary vocational-technical program will provide.

While the total number of students enrolled in the five post-secondary two-year institutions seems to have stabilized, the percentage enrolled in the vocational-technical programs has increased considerably. About 70 percent of the students in the five two-year institutions are enrolled in vocational-technical programs.

There was a continuing emphasis on improving quality of existing programs rather than establishing a large number of new programs.

Table 4

Total Post-Secondary Enrollment by Program by Year

	1971-72	1972-73	1973-74	1974-75
GRAND TOTAL	4,302	5,016	5,304	5,779
Agriculture	98	179	272	278
Distribution	159	160	176	325
Health	642	715	772	682
Occupational Home Economics	14	19	16	19
Office Education	1,252	1,206	1,141	1,084
Technical	458	508	832	799
Trades & Industry	1,674	1,726	1,611	1,576
Special Programs	5	503	484	1,016

Major accomplishments in the respective program areas during 1974-75 are as follows:

Agriculture/Agri-Business - The programs in agriculture at the post-secondary level include training for Agri-Business Occupations and Production Agriculture. In 1974-75 programs in Farm and Ranch Management and Agricultural Sales and Services were offered at Lake Region Junior College, UND-Williston Center and Bismarck Junior College. NDSU-Bottineau offers programs in Sales and Services, Horticulture and Natural Resources. As indicated in Table 2 above the total enrollments leveled off this past year. A significant increase was noted in students enrolling in the Farm and Ranch Management programs with all other program areas showing a slight decline.

The desire for young people to return to the home farm and improved farm prices over the past three-year period no doubt accounts for the continued increase in enrollments in the Farm and Ranch Management program. Students looking for opportunities off the farm have found themselves in a very favorable position by completing the Sales and Services and Horticulture programs. Job opportunities far exceeded the number of students prepared in each of these occupational areas.

New facilities were provided at NDSU-Bottineau and Bismarck Junior College this past year. This will be a real asset in offering better programs and showing prospective students what they can excpect to do if they enroll in the programs. Instructor turnover was minimal with all but one instructor returning to his former position. All of the

students enrolled in the Agri-Business and Horticulture programs were placed in a cooperative work experience program for part of their training.

Distributive Education - Vocational Distributive Education on the post-secondary level is of two types. One is a general program while the other is specialized. The student who completes the general program receives instruction in skills used at the supervisory level by most distributive or marketing businesses. The specialized post-secondary program equips students for mid-management or supervisory responsibilities within one specific area of marketing.

Programs at Bismarck Junior College include Retail Marketing and Hotel/Motel Management; Lake Region Junior College, Retail Marketing, Fashion Merchandising, Recreation Technology, Construction Management and Cashier-Checker Training; State School of Science, Retail Marketing and Supermarket Management; and UND-Williston Center, Retail Marketing, Advertising Specialist; Bank Teller Training. The Construction Management program at Lake Region Junior College was new this past year. All post-secondary programs showed considerable growth in enrollment and quality of education as evidenced by more than 70 percent increase in enrollment. The post-secondary programs continued to utilize extensively the cooperative work experience method of instruction.

Occupational Home Economics - The one-year Interior Design program at UND-Williston Center was continued. There was a modest enrollment increase of three students. The students and instructors developed a slide tape presentation describing the program to be used as part of a planned recruitment program in future years. A copy of the slides and tape will be available to all schools throughout the state.

Additional programs in Occupational Home Economics are needed at the post-secondary level in other institutions and in other areas such as Child Care and Home Furnishings.

Office Education - Vocational Office Education programs were continued in each of the five two-year institutions and at Dickinson State College. The overall enrollment showed a decline of 57 students over the previous year. About 70 percent of the students are enrolled in the one-year Office Education program. The major weakness of the post-secondary Office Education program is that only 248 students were enrolled in a cooperative work experience program in 1975. This represents only 23 percent of the students.

There is a trend particularly at UND-Williston Center of employing local business and industry people to teach one or two classes in the area of their speciality. This practice is an excellent idea as it makes instructors more relevant and up-to-date as far as current business practice is concerned.

Trade/Technical/Health - The enrollment in programs in the Trade, Technical and Health Occupations showed a slight decrease over the previous year. This decrease is partly due to a more accurate reporting and classification of students in the technical and health areas. Another reason is

that simply fewer students enrolled in post-secondary institutions in 1974-75.

A new Truck Driver training program was implemented in December, 1974 at Dickinson State College. This program was developed by mutual input from labor, management, education, and the Employment Security Bureau. The program is 12 weeks in duration and is a balanced curriculum between related instruction and behind-the-wheel instruction. Successful completion of the program will qualify the individual for a Class "A" license providing of course he is 21 years of age or older. A second new program established in 1975 was the Cook Training program at Bismarck Junior College.

New curriculum materials were made available in each of the program areas and efforts were continued in improving articulation between the secondary and post-secondary level programs.

The six-month follow-up of 1974 completions indicated a seven percent increase in the number employed over the previous year. The placement by program is as follows:

Table 5

Placement of Post-Secondary Vocational Program Completions

	Agri	Dist Ed	Health	Office Ed	Tech	T & I
TOTAL COMPLETIONS	102	76	420	730	461	962
Percent continuing voc. educ.	1%	-	1%	3%	3%	5%
Percent pursuing baccalaureate	12%	5%	2%	2%	1%	1%
Percent military, other	-	1%	2%	4%	1%	2%
Percent employed	78%	92%	87%	75%	92%	83%
Percent Unemployed	4%	1%	3%	11%	2%	5%
Percent status unknown	5%	1%	5%	2%	1%	4%

In addition to expansion of existing programs and the addition of new programs attention is being given and will continue to be directed at continuous progress curriculum, permitting students to enter and exit on more than one

specific date and to provide for advanced placement of graduates of secondary vocational programs. Efforts are being continued in program articulation between the secondary and post-secondary levels.

Increased attention needs to be given to enrolling special needs students, high school dropouts and phase-outs in post-secondary vocational programs. This presents a challenge to the guidance personnel to help identify students that can benefit from such programs and to assist them in placement into a post-secondary vocational program.

Advisory committees have been established for all on-going programs. Membership om these committees include representatives from labor, business and industry and lay citizens. These committees provide employer involvement and a reliable source of information on occupational needs. In addition to the use of advisory committees, the program planning and development has had input from Employment Security Bureau, Vocational Rehabilitation, trade and business associations and other agencies with similar purposes.

The average school time post-secondary students spent in vocational education subjects was as follows: (based on percent of post-secondary course load).

Program Area	Percent
01.0000 Agriculture	75.0
04.0000 Distributive Education	50.0
07.0000 Health	90.0
14.0000 Office Education	75.0
16.0000 Technical	90.0
17.0000 Trade & Industry	90.0

Approximately 35 percent of the total local, state, and federal funds spent for vocational education was expended on the post-secondary level.

C. ADULT (General Population)

GOAL (3) - Assist persons in training for new occupations or retraining to achieve stability or advancement in their current employment.

The objectives for the general population at the adult level and the degree of accomplishment are as follows:

OBJECTIVES:	Outcome Sought	Actual	Percent Attainment
1. To increase the number of adult workers served in regular vocational education programs.	7,928	6,804*	85.8%

*Does not include consumer and homemaking (see special programs, Part F of this report).

The total number of adults served is 1,100 less than projected and less than the previous year by about 500 persons. This is due to the fact that several anticipated programs did not develop. A major one being the Health program serving the entire slope area. While there was a decrease, most program areas showed growth in number served and also the number of new programs. In many instances, the development of programs was hindered because of difficulty in finding part-time instructors and lack of local funds.

In general, the adult programs implemented were significantly correlated with projected objectives. However, the flexibility required of programs at this level, if we are to meet the changing needs of industry, business and adult workers, continues to be a major problem in planning and projected long-range programs.

Table 6

Total Adult Enrollment by Program by Year

	1971-72	1972-73	1973-74	1974-75
GRAND TOTAL	8,263	7,541	11,904	11,833
Agriculture	760	938	1,046	1,199
Distribution	1,332	219	280	885
Health	22	23	1,106	177
Occupational Home Economics	154	-	138	-
Office Education	876	804	986	1,100
Trades & Industry	2,414	2,469	3,015	3,443
Special Programs	-	-	-	410
Consumer & Homemaking	2,705	3,088	5,333	4,619

The major accomplishments in 1974-75 in the various program areas are as follows:

Agriculture/Agri-Business - The growing trend toward year-round Farm Business Management education programs continued this past year. The number of requests established Veterans Farm Cooperative Training Programs, which include Farm Business Management instruction, again exceeded the number of qualified teachers available to teach. Of the total number of students served about 800 persons were enrolled in Farm Management types of training and about 350 students in various production enterprise in part-time classes. Programs were offered in 32 different communities in 1974-75.

One of the major problems in offering more adult education in agriculture is the availability of instructors. In most cases the high school instructor is responsible for the part-time adult programs and his work load is such that the adult program is often neglected. The high school instructors will have to make better use of outside resource people in assisting them in the actual teaching of the classes.

Distributive Education - Thirteen adult education programs in eight different towns were offered in Distributive Education during 1974-75. The major emphasis was on Management Skills. The most significant development was the statewide adult education program offered in cooperation with the Continuing Education Division of the State School of Science. This program consisted of conducting seminars in seven different cities throughout North Dakota. These seminars served over 536 students.

Increased attention needs to be given to determining the specific kinds of upgrading programs that the Marketing and Distribution businesses in North Dakota have and the kinds of programs that these particular businesses desire for their employees.

Office Education - A total of 88 separate courses were offered in 18 different communities during 1974-75. These courses were taught by 60 different instructors. The enrollment represents an increase of about 200 persons over the previous year.

The most common courses offered included Communication Skills needed by administrators and managers, Clerk Typist Training, Beginning Bookkeeping, Accounting, Office Machines, Beginning Shorthand and Refresher Shorthand, Office Practice Skills, Computer Programming, Refresher Typing and Beginning Typing, and Keypunch Operation. About 28 percent of the programs were conducted by post-secondary institutions with the remaining programs conducted by the secondary high school district. The need exists for more programs in the coming years.

Trade/Technical/Health - There was an increase of about 450 students served in Trade and Industrial adult programs over the previous year. The Health area showed a decrease of approximately 1,000 students primarily due to the fact a regional Health program that had been offered

in previous years in southwestern North Dakota was not conducted. The reason for the program not being provided was primarily the unavailibility of funds at the local level.

In addition to the part-time adult offerings the apprenticeship programs were continued at Minot, University of North Dakota, North Dakota State University, Fargo Public Schools, and the University Center at Williston. The full-time Related Home Study program, Rural Telephone Training program, and the Rural Electric Cooperative Safety Training program was also continued in 1974-75.

The immediate future shows a tremendous increase in the demand for more adult preparatory and supplementary type training programs in the Trade-Technical and Health Occupations.

The average number of clock hours per year for adult classes were as follows:

Program Areas	Hours per Course
01.0000 Agriculture	30*
04.0000 Distributive Education	54
07.0000 Health	30
14.0000 Office Education	24
16.0000 Technical	30
17.0000 Trade & Industry	144

*Veterans programs are minimum of 12 hours per week.

The accelerating impact of technology continues to cause changes in jobs which in turn creates a need for retraining of persons who have entered the labor market. Therefore, increased efforts are needed to upgrade these persons' skills in order for them to maintain or advance in their present positions. There is a need for the under-employed to take advantage of adult program offerings. Another emerging need is for the adult who desires to change jobs and needs preparation. Continued emphasis will be placed on serving more adults in vocational programs through an increase in the number of programs and the number of different options. Emphasis will also be placed on programs to better serve the disadvantaged and minority groups.

About five percent of the total expenditures for vocational education was spent on adult programs.

D. SPECIAL NEEDS POPULATION

GOAL (4) - Provide vocational education programs, supportive service, or activities for special needs persons who, by reason of their disadvantaged or handicapped condition, cannot commence, continue, or succeed in regular vocational education programs.

OBJECTIVES:

	Outcome Sought	Actual	Percent Attainment
1. To increase the number of disadvantaged persons served in regular vocational education programs.			
Secondary	3,228	2,364	73.5%
Post Secondary	831	998	120.0%
Adult	546	231	42.5%
2. To increase the number of disadvantaged persons served in special vocational education programs.			
Secondary	857	1,107	129.0%
Post Secondary	945	1,008	106.5%
Adult	205	315	154.0%
3. To increase the number of handicapped persons served in regular vocational education programs.			
Secondary	583	420	72.0%
Post Secondary	329	204	62.0%
Adult	72	13	18.5%
4. To increase the number of handicapped persons served in special vocational education programs.			
Secondary	317	279	88.0%
Post Secondary	10	8	80.0%
Adult	60	95	158.0%
5. To increase the number of disadvantaged/ handicapped persons participating in vocational work study programs. (secondary)	130	196	150.0%

The objectives set forth for special needs students were generally fulfilled and surpassed in some areas. In cases where the objectives were not achieved it was due primarily to inadequate evaluation and identification procedures and failure to report disadvantaged enrollment, particularly at the adult level.

Progress continues to be made in all special needs program efforts. Events of singular importance have been emphasized, but such emphasis on certain items should not diminish the significance of the overall program achievement.

The goal of special needs is to assist local agencies and institutions in preparing disadvantaged or handicapped persons to enter the mainstream as productive, employable workers, able to cope with the multitudes of problems encountered in today's complex job-oriented society. To accomplish this, the special needs section continued its effort to serve an even greater number of such persons.

a. Supportive to Regular Vocational Programs

Supportive programs designed to serve disadvantaged and handicapped persons in regular vocational programs provided for the greatest number of persons served. It is the goal of vocational education to serve students within the existing program to the extent possible. No specific funding was necessary since the regular insnructor provided the assistance to the special needs persons.

Supportive services by remedial personnel were provided in eleven (11) secondary schools.

Most all secondary supportive activities are individualized and allow each student to progress at his own rate. This is accomplished through use of programmed instruction, audio-visual aids and "hands-on" activities. The greatest assistance is in the basic skills areas of reading and math. Personal grooming and attitudes are also emphasized. In some cases the need is in the vocationally related areas.

The individual assistance is provided primarily on a one-to-one or small group basis.

The most significant program in the supportive area was accomplished at the postsecondary level. As a result of implementing three (3) additional learning skills centers at this level, all designated postsecondary area vocational-technical schools now provide remedial instruction and other ser-

vices for disadvantaged and handicapped students enrolled in North Dakota's post-secondary area schools.

The learning skills center provides individual help to students encountering learning difficultues in their educational program. Teaching methods employed a multi-sensory approach (visual, auditory, and kinesthetic) whenever possible. Assistance on either an individual or small group basis was used to assist students who encountered difficulty in math, English, spelling and reading, Work attitudes and job responsibilities are of definite importance, and were included in the program objectives. Some 1,008 post secondary disadvantaged persons were served in this special needs program during the past fiscal year.

b. Special Programs

In cases where the student with special needs cannot be served within the regular programs, special programs are established where feasible. Twenty (20) such programs were conducted during FY 1975. These programs provide specific vocational instruction plus the necessary remedial type services needed for each individual. The goal is to assist students to get back into the regular vocational program or to provide job entry skill within the program depending upon the individual's needs.

Special programs for disadvantaged in agriculture were continued at Solen, New Town, Dunseith, Mandaree, and Minot (Dakota Boys Ranch). A diversified occupations program was maintained at Wahpeton and Belcourt. Trade programs in welding, building trades and small engines and a home economics program were continued at the State Industrial School.

An area counseling program was funded in a designated depressed area for secondary students. Two cooperative efforts between CETA and vocational education were funded for referrals from the Employment Service needing remedial basic education and occupational counseling for entrance into a vocational training program.

The special clerical training programs for disadvantaged adults were continued at Fargo, Devils Lake, and Bismarck Junior College. Two trade programs in electronics and building trades were continued at the State Prison. One new adult program in distributive education was funded at Grand Forks.

Special programs for handicapped persons at the secondary level were continued at Valley City, Jamestown, Dickinson, LaMoure, Grand Forks, School for the Deaf, State School at Grafton, Fargo, and Minot. These programs included classroom instruction, exploratory job experiences and in some instances cooperative work experience. A new diversified occupations program for EMH students was implemented in Fargo in cooperation with special education.

The North Dakota State School of Science continued the program established to provide secondary handicapped persons from throughout North Dakota with pre-vocational opportunities. The participants were identified by the Division of Vocational Rehabilitation personnel. Students were housed in campus dormitories. Their meals were served in the student center. Supervised recreation was made available to the participants giving them the opportunity to take part in organized social activities during the evenings and week-ends. Vocational exploration and training included machine tooling, welding, recreational engines, food service, clerical, nurses aide, and chamber maid area. Students explored each of the vocational areas during two weeks of an eight-week session and received intensifed training in the area of their interest and capability during the last six weeks. The program was a cooperative effort between the State Board for Vocational Education and the Division of Vocational Rehabilitation.

A handicapped program designed specifically to serve adult handicapped persons was continued by the Fargo Public Schools in cooperation with the Division of Vocational Rehabilitation.

The program was designed specifically to evaluate and train individuals to become satisfactory workers who are economically self-sufficient and socially acceptable.

The first three months at the center deal with the identification and modification of the individual's personal problems and orientation to the world of work. The remaining three to 18 months, the individual assumes more responsibility. As work adjustment progresses, the individual is trained specifically for permanent employment in the community. The final step is job placement in a permanent employment position.

II. The following accomplishments are reported in terms of the geographical distribution of funds for target areas identified in the Annual Program Plan.

A. Economically Depressed and High Unemployment

Eight counties and four Indian reservations have been designated as depressed areas by the US Department of Commerce. In addition, the State Board for Vocational Education designated the Trenton School District as a depressed area based on the criteria submitted to the State in accordance with the North Dakota State Plan for Vocational Education. Two counties and the four reservations have been designated as areas of high unemployment rates by the North Dakota State Employment Bureau.

Vocational education funds were allocated to these areas to support vocational programs. Schools located in the above areas received 50-100 percent reimbursement for most of the programs. Solen was funded 75 percent for two different vocational programs; as was New Town, Mandaree, and Dunseith. Belcourt continued a Diversified Occupations and Supportive Program at 50 percent. These schools are all located on Indian reservations.

Schools in high unemployment areas implemented cooperative programs with increased reimbursement rates. Consumer and homemaking provided increased reimbursement to schools in the depressed counties and school districts. One-third of the Part F funds were expended in these areas.

B. Areas of High Youth Unemployment and School Dropouts

When compared to the national average, school dropout and youth unemployment in North Dakota is not a major problem. However, distribution of funds to areas of high youth unemployment and school dropout was increased over the previous year. These areas are basically the most populated areas of the state. Vocational offerings were increased and the number enrolled in vocational education in schools in these areas increased from the previous year.

The area vocational schools in Fargo and Dickinson made considerable effort in serving the potential dropout. Vocational programs were continued at the State Industrial School. These students are almost exclusively dropouts. Program offerings were expanded at the North Dakota State Prison.

Cooperative funds (Part G) were allocated primarily for programs that served the potential dropout and unemployed youth. New programs were funded at 100 percent. Basic education for high school dropouts was provided for youths and adults prior to entry into a vocational post-secondary program in cooperation with the Employment Service.

C. Areas of High Popluation Density

There are seven areas designated at high population density in the state. Each of these areas have comprehensive secondary programs and good adult offerings. Three areas have post-secondary area vocational-technical schools.

Vocational education offerings were broadened and increased in each of the seven areas. Allocation of funds to these areas increased proportionately.

About ten percent of the total local, state and federal vocational funds expended in 1975 was allocated to the one SMSA, Cass County (Standard Metropolitan Statistical Area). This was an increase of one percent over the previous year.

III. The following accomplishments are a report of various ancillary type services provided by the State Board for Vocational Education as outlined in the annual program plan.

VOCATIONAL GUIDANCE

Guidance is the interchange between one with a need to know and one who can assist such a person. Vocational guidance assists individual persons in identifying logical and realistic career objectives and selecting appropriate training programs in order to obtain these established objectives. This takes place in both formal and informal settings.

North Dakota has approximately 254 high schools with a median enrollment of 90 secondary students. Approximately 40% of these students do not have access to any type of guidance service. Of those schools that do have guidance programs, a majority indicate a limited background concerning the vocational aspects of guidance.

The following is a summary of accomplishments in vocational guidance during FY 1975.

GOAL (6) - Provide local schools with programs and services designed to meet the vocational guidance needs of their students.

OBJECTIVES

	Outcome Sought	Actual	Percent Attainment
1. To maintain the number of students receiving vocational guidance services.			
Secondary	27,000	32,299	120.0%
Post Secondary	5,766	5,779	109.5%
2. To increase the number of secondary students served through the Area Vocational Guidance programs.	5,000	6,774	135.5%
a. Increase the number of disadvantaged students receiving vocational guidance services.	1,166	894	77.5%

	Outcome Sought	Actual	Percent Attainment
b. Increase the number of handicapped students receiving vocational guidance services.	79	125	148.0%
3. To maintain the number of secondary students involved in summer exploratory programs.	100	92	92.0%
4. To increase the number of students placed in post secondary vocational-technical training programs.*	1,161	951	82.0%
5. To maintain the number of counselors participating in inservice vocational guidance workshops.	100	90	90.0%
6. To increase the number of counselors meeting the North Dakota State Plan criteria.	12	32	270.0%

*represents first-year students

During fiscal year 1975, the number of guidance personnel in the state of North Dakota has shown a significant increase. Guidance services at the various levels were being provided by 159 full-time and part-time personnel. Of these 159 counselors, 115 served students at the elementary and secondary levels, 23 served students at the university level, 14 served students at the state college level and 7 served students at the junior college level. Even though the number of counselors has increased, over 13,000 secondary students do not have access to a guidance counselor. This figure represents nearly 30% of the total secondary student population. With this in mind, the program efforts of the State Board for Vocational Education were directed toward two major areas: (1) to expand vocational guidance services through area vocational counselor programs to schools not having guidance services and (2) to provide services to existing guidance programs in an attempt to upgrade the vocational aspect of these guidance programs.

PROGRAMS:

Area Vocational Counselor programs were continued at Bottineau, Dickinson, Wahpeton, Williston, Wishek and Cooperstown during the fiscal year. In addition to these six programs, Area Counselor programs were initiated in Oakes and Grafton. Totally, the eight programs provided vocational guidance services to

48 schools and approximately 6,000 secondary students. Nearly 70% of these students did not have access to guidance services prior to implementing these programs.

The total number of students served in group guidance (prevocational) activity was 6,774. This figure reflects the number of students served through the area Vocational Counselor programs, as well as the summer exploratory program reimbursed by the State Board for Vocational Education. The Area Vocational Counselor programs provided vocational guidance services to the following schools and numbers of students:

Alexander - 53
Aneta - 56
Belfield - 229
Binford - 72
Cooperstown - 165
Drayton - 136
*Edgeley - 205
*Ellendale - 172
Epping - 28
Fairmount - 85
Finley - 98
Fullerton - 29
Gackle - 95
Glenfield-Sutton - 50
*Grafton - 449
Grenora - 113
Gwinner - 96
Hankinson - 195
Hoople - 100
Lehr - 79
LuVerne - 43
McHenry - 54
Monango - 43
Midway - 154
Minto - 107
New England - 137
North Central - 149
*Oakes - 291
Pisek - 24
Ray - 125
Richardton - 163
Rolette - 134
Sargent Central - 227
Souris - 46
South Heart - 137
Strasburg - 92
Taylor - 61
Trenton - 59
Upham - 80
Verona - 69
*Wahpeton Sr. High - 435
*Wahpeton Jr. High - 171
Westhope - 94
Wildrose - 42
Willow City - 75
Wishek - 207
Wyndmere - 204
Zeeland - 84

*Supplement to existing guidance programs

Each Area Counselor program was evaluated by an advisory committee to determine the successful components of the programs. Quarterly reports were submitted to the State Office from each program. The reports included the progress toward objectives, number of school visits and student contacts, problem areas, minutes of Advisory Committee meetings and any other general comments that were appropriate. Each of the programs applied and received approval for program continuation during fiscal year 1976.

The summer exploratory program was conducted at the North Dakota State School of Science. One hundred secondary students were given the opportunity to preview and explore 16 occupational areas, but were introduced to hundreds of occupations and options that are available to them. The students, 55 girls and 45 boys, came from 29 counties and 46 different high schools throughout North Dakota. The majority of the participants come from high schools that offer little or no vocational education.

In addition to improving and expanding Area Vocational Guidance programs, efforts were made to improve regular programs through visitations, in-service and consultation. The basic efforts of the visitations to existing guidance programs included improving occupational resources, discussing the establishment and utilization of advisory committees, initiating vocational testing activities, planning placement and follow-up activities, arranging for group guidance activity, discussing counselor's role in career education and providing any other services that were requested by the counselors.

IN-SERVICE:

Quality in-service training was again a major goal of the State Board for Vocational Education. During this fiscal year, three major in-service activities were conducted. They included:

1. Eight regional workshops designed to provide insight into post-secondary vocational-technical training opportunities and student evaluations of those programs.

2. Vocational guidance sessions at the Annual All-Service Vocational Education Conference. These sessions were designed to acquaint all vocational teachers with services provided through a vocational guidance program and to assist counselors with program planning and administration.

3. A traveling workshop in which secondary school counselors toured selected businesses and industrial locations to observe various occupations, talk with employers and employees and gain insight into working conditions in a variety of occupational areas.

PRE-SERVICE:

Providing quality pre-service activity in the area of counselor education becomes a necessary part of upgrading vocational guidance programs. The

Statewide Advisory Committee for Vocational Guidance devoted considerable time in evaluating counselor education programs and in making recommendations for improvement. Activity during the current fiscal year will center around implemenetation of the recommendations through either technical assistance or financial aid or both. During the past year, 46 persons were enrolled in counselor training programs. Of these 46 counselor trainees, approximately 32 completed the requirements for vocational guidance personnel as outlined in the North Dakota State Plan for Vocational Education and would be eligible for vocational counselor certification. Frequent contact with counselor education institutions has provided opportunities for program expansion and curriculum revision.

SERVICES:

Assistance to local guidance programs in the form of identifying, securing and utilizing current occupational resource materials was provided. Continued service was provided through the free-loan audio-visual library. Approximately 70 16 mm films are available to schools throughout the state. Other materials that have been disseminated include copies of the Occupational Outlook Handbook, FOCUS (microfiche) decks, Directory of Post-Secondary Vocational-Technical Education and continuous information outlining sources of free occupational literature. Continuous follow-up of these resources and their effectiveness has provided feedback supporting the dissemination of these materials.

SPECIAL PROGRAMS:

Research and development programs were a part of the vocational guidance activities during the fiscal year. An experimental research project in career education was conducted through the Minot School System. The program, with special emphasis on guidance and counseling, was designed to provide junior high school students with exploratory and "hands-on" experiences. Curriculum materials and guidelines were developed that emphasized involving the community as an extension of the classroom. Counselors became involved in

assisting classroom teachers in arranging field trips, providing resource people and organizing career education activities.

An Exemplary Project in Career Education being conducted through the Devils Lake School System has an overriding component of guidance and counseling. Emphasis in this program centers on career education elements at the various levels. Guidance counselors are involved at both the secondary and post-secondary levels. Primarily, their efforts are directed toward placement and follow-up, occupational information, and techniques for selecting and securing a job.

EVALUATION:

Evaluation of vocational programs is a vital part of program development, expansion and improvement. During the past fiscal year, an extensive evaluation was done in four guidance programs. Evaluations were also done in the 38 school districts that were visited. In addition to these evaluations, the Specialty Oriented Student (SOS) evaluation was conducted for each of the vocational program areas at Bismarck Junior College, UND-Williston Center and Lake Region Junior College. These programs were evaluated by students in the various programs. Results of the survey have been disseminated to counselors throughout the state of North Dakota. Finally, the overall evaluation of vocational guidance included evaluation by the Statewide Advisory Committee on the activities of the state level supervisor.

COORDINATION:

In addition to providing programs, services, supervision and in-service training, coordination with other agencies becomes an integral part of the vocational guidance activities. The following list is a brief summary of the coordination efforts made through the state vocational guidance office:

1. Cooperated with the Guidance Division, Department of Public Instruction, in improving the overall guidance services provided to students.
2. Cooperated with supervisors in vocational education service areas to integrate vocational guidance as a component of the students' vocational training.

3. Cooperated with career education staff in identifying the counselor's role in the career education process.

4. Cooperated with the Employment Security Bureau in offering GATB (General Aptitude Test Battery) and DOT (Dictionary of Occupational Titles) workshops and in making appropriate employment information available to counselors.

5. Cooperated with Department of Public Instruction and Vocational Education liaison committee to improve articulation between those state agencies.

6. Cooperated with other state agencies as necessary to improve the guidance services that are available to the youth of North Dakota.

GENERAL:

The remainder of activities of the vocational guidance office center around reporting, program planning and professional development. All reporting is done in terms of the student's vocational needs. Primarily, the intent is to show an increase in the number of students receiving vocational guidance services. Program planning is an ongoing activity designed to identify specific programs needed for serving all students including those with special needs. Finally, professional development involves the participation by counselors and the state supervisor in conferences and workshops that will enhance program effectiveness.

SUMMARY:

Vocational guidance in North Dakota has taken significant strides during the past fiscal year. Due to program development, over 4,000 secondary students that never had a counselor now have access to at least a part-time person. Local educational agencies are becoming better equipped with resource materials to assist students with career planning. Information about vocational education and vocational training opportunities is readily available to students. Good programs are being made better through proper evaluation procedures. And the school and community are becoming unified as an educational setting for the youth of our state. The challenge that remains is further expansion to serve the nearly 14,000 secondary students that are without these valuable services.

PERSONNEL DEVELOPMENT

Vocational education personnel development is directed primarily at two distinct levels of personnel-preservice (persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing, and inservice (persons who are under contract for employment in a vocational education activity). Further efforts in personnel development are directed to state staff personnel, teacher education and supportive personnel including school administrators, guidance counselors and others involved in conducting vocational education programs.

It is the goal of vocational education to provide sufficient opportunities for personnel development so that all vocational education personnel in North Dakota will have access to these various training programs. This can be accomplished through various avenues such as workshops, institutes, seminars, conferences, exchanges between vocational personnel and business and industry and other pre-service and in-service programs or projects.

PRE-SERVICE:

The pre-service program includes teacher education programs in each of the vocational areas and provides a curriculum consistent with the State Plan requirements for teacher certification. Teacher preparation programs in Home Economics were maintained at North Dakota State University and the University of North Dakota. Agriculture was continued at North Dakota State University and distributive education at the University of North Dakota. Office education programs were maintained at the University of North Dakota, Minot State College and Dickinson State College. Considerable progress was made in teacher education in trade and industrial education through the continued support of a full time itinerant teacher educator at the State School of Science in Wahpeton.

Approximately 677 persons were enrolled in pre-service teacher preparation programs. Of this number 198 met State Plan requirements in fiscal year 1975.

While there was an overall increase in the number of teachers prepared shortages continued particularly in distributive education, vocational agriculture and trade and industry programs. Increased attention must be given to recruiting more persons into vocational teacher education programs.

The overall vocational teacher education program must provide more attention in the pre-service programs to preparing cooperative education coordinators. Also, there is an unmet need on the part of vocational personnel in the area of special programs for the disadvantaged and handicapped. Another growing need is to bring more in-service activity to the teachers on a regional basis. Particularly, in the areas of technical subject matter, organizing courses of study, preparing instructional objectives, and organizing and utilizing local advisory committees.

IN-SERVICE:

The following summarizes the accomplishments in in-service programs during fiscal yaer 1975.

GOAL (8) - To provide inservice training programs that will help insure professional growth and development of all vocational education personnel and others involved in conducting vocational education programs.

OBJECTIVES:	Outcome Sought	Actual	Percent Attainment
1. To increase the number of vocational education personnel who have participated in some type of inservice program.	780	579	74.0%
2. To increase the number of industrial arts instructors who have participated in some type of inservice program.	200	136	68.0%
3. To increase the number of supportive personnel served by vocational education in-service programs.	1,050	336	31.0%

The following are those in-service projects which were completed during the 1974-75 fiscal year.

1. "Farm Management Education In-Service Workshop (Workshop)".

2. "Vocational Education is Action Education (A Statewide In-Service Training Session for Vocational Education Personnel)" (All-Service Vocational Education Conference).

   Participants: 501 vocational education personnel and state staff personnel
   Project Director: Mr. Edgar Bollinger, Bismarck Junior College, Bismarck

3. "Regional In-Service Workshops for North Dakota Industrial Arts Teachers" (series of workshops).

   Participants: 136 industrial arts instructors (unduplicated)
   Project Co-Directors: Dr. Myron Bender, University of North Dakota, Grand Forks, and Dr. Donald F. Mugan, Valley City State College, Valley City

4. "A National Demonstration Project for Implementing a Business/Industry/Labor and Education Exchange Program for Vocational Education Personnel".

   Participants: 40 secondary and post-secondary vocational education instructors spent time (an average of 4½ weeks) in a business and industry employment setting as a result of this project. Forty-five business and industry personnel have or will have spent some time in the vocational education program setting as a result of this project.

   Project Director: Mr. Wayne Boekes, North Dakota State Board for Vocational Education.

The projects identified above were those funded with EPDA, Part F, Section 553 funds. A total of 687 vocational education personnel were involved in these in-service training projects; however, this is a duplicated count as many of them were involved in more than one of the above projects. In addition, many vocational education personnel participated in other in-service training projects which were funded from other sources. Additionally, 45 business and industry personnel were provided relevant in-service training pertaining to vocational education.

In general, the goals set forth for vocational education personnel were met. The objectives for each of the specific projects were met except that in some instances the number of participants were less than what was projected.

The activities that were conducted provided numerous opportunities for professional growth and development, both in terms of vocational education in general and as it related to their own specific instructional program area.

The North Dakota State Board for Vocational Education was allotted four leadership awards in the Leadership Development Program during Fiscal year 1975. This program allows qualified vocational education personnel to attend various eligible institutions for full-time study or research in the field of vocational education for a period of one year at the graduate level as authorized by Section 552, Part F, of the Education Professions Development Act. This award program is designed to provide vocational education with a wide variety of expertise for different levels of leadership responsibility.

The four individuals who were nominated by the North Dakota State Board for Vocational Education and approved by the Division of Education Systems Development, U.S. Office of Education are listed below. Also listed is the location and position of employment prior to being selected for this program and the institution where he/she is attending.

Mr. Ray Ryan, Jr. - UND-Williston Center, Williston (also participated in this program last year), Department Coordinator and Instructor, Drafting and Design Department - University of Missouri, Columbia

Mr. Harley Schlichting - UND-Williston Center, Williston; Department Coordinator and Instructor, Agri-Business Department - University of Missouri, Columbia

Ms. Sharyl L. Eastgate - Larimore; Director, Adult Home Economics Education Project and previously Home Economics Instructor at Rugby High School - Colorado State University, Ft. Collins

Mr. Erwin K. Geigle - University of Minnesota, Minneapolis; Research Fellow (research internship in vocational education) and previously assistant professor of Industrial Education at Valley City State College - University of Minnesota, Minneapolis

CAREER EDUCATION

In scope, Career Education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life. It calls for the integration of career development activities throughout the curriculum.

In early childhood it provides an awareness of himself, attemps to build a positive self-image and exposes him to the wide range of opportunities available. Activities and experiences are provided to assist in building positive attitudes toward work and all workers. As the child moves through school he increases his familiarity of his interests, aptitudes, abilities and the world of work. He begins to develop his own value system and life style. Career education assists students in acquiring knowledge necessary to obtain meaningful employment when leaving his formal education, and later in his career, upgrades his skills, updates his knowledge, or retrains him for a new job.

GOAL (9) - Provide statewide leadership in career education and assist local schools in the planning, development and implementation of programs that will better facilitate the career development process of each student.

The objectives for the Career Education program and the degree of accomplishment are as follows:

OBJECTIVES:	Outcome Sought	Actual	Percent Attainment
1. To increase the percent of students receiving planned career development experiences as an integral part of their instructional program.			
Elementary	55%	50%	91%
Secondary	46%	42%	91%
Post Secondary	20%	5%	25%
2. To increase the number of schools implementing a career education program.			
Elementary	75	93	124%
Secondary	45	62	138%
Post Secondary	11	8	138%

	Outcome Sought	Actual	Percent Attainment
3. To increase the percent of teachers that have participated in career education in-service programs.			
Elementary	55%	50%	91%
Secondary	46%	44%	96%
Post Secondary	30%	6%	20%

During the past fiscal year Career Education projects (mini-grants) were awarded to 32 school districts throughout the state. The major emphasis with the projects were the development of K-12 Career Education programs. The purpose of the grants were to assist school districts in developing local programs. The goals of the program were to enhance:

1. An awareness and understanding of Career Development on the part of the instructional teams.
2. An awareness and understanding on the part of the students of the many Career options available and how they relate to each student.
3. Improved Career resource centers.
4. Community Involvement
5. Home Involvement

The schools that participated in the program during FY '75 are as follows:

SCHOOLS	# K-8 Students INVOLVED	# 9-12 Students INVOLVED	# Staff K-12
Anamoose	171	93	17
Binford	96	72	13
Cando	314	188	30
Carson	203	100	20
Churchs Ferry	50	29	7
Crosby	446	289	54
Hunter	219	117	18
Enderlin	323	187	29
Fessenden	245	179	27
Ft. Totten	68	104	18
Grenora	118	113	17
Hebron	254	147	22
Mandan (SIS)	18	59	13
Lakota	292	173	28
LaMoure	328	185	35
Leeds	221	139	21
Lehr	110	79	15
Linton	560	259	45

(Continued)

SCHOOLS	# K-8 Students INVOLVED	# 9-12 Students INVOLVED	# Staff K-12
Mandaree	149	67	25
Michigan	194	108	16
Montpelier	108	82	14
Nekoma	175	48	17
Oakes	498	291	43
Powers Lake	155	102	16
Page	131	106	18
Rhame	72	54	11
Riverdale	162	80	17
St. John	207	82	15
Walhalla	350	264	42
Wishek	327	202	29
Woodworth	91	43	12
Zeeland	161	84	14
TOTAL	6,816	TOTAL 4,125	TOTAL 718

Continual contact is made with the project schools. Contact was made through correspondence, newsletters, and personal visitations. One important aspect of communication and supervision was area meetings held at a central location so as to bring together as many past and current mini-grant schools to participate in sharing of ideas over a luncheon meeting. A major activity has been on-the-site visitations to mini-grant schools with an average of three visitations per school during FY '75. Seven area meetings were held. The meeting locations and the schools participating are as follows:

JANUARY 15, 1975 - Wednesday, Artos Club, Harvey, ND
Schools: Harvey, Fessenden, Anamoose, and Velva

JANUARY 20, 1975 - Monday, Ramada Inn, Dickinson, ND
Schools: Dickinson, Mandaree, Hebron, Rhame, Reeder, Scranton, Hettinger Belfield, South Heart, and Dickinson State

JANUARY 21, 1975 - Tuesday, LaMoure Supper Club, LaMoure, ND
Schools: LaMoure, Oakes, Montpelier, Enderlin and Lisbon

JANUARY 30, 1975 - Thursday, Artclare Motel, Devils Lake, ND
Schools: Devils Lake Project Staff and Devils Lake Public Schools, Ft. Totten, Cando, Churchs Ferry, Leeds, Lakota, Binford, Michigan and Woodworth

FEBRUARY 11, 1974 - Tuesday, Renschlers Cafe, Linton, ND
Schools: Linton, Lehr, Wishek, Zeeland, Ashley, Napoleon, and Gackle

FEBRUARY 18, 1975 - Tuesday, Fabers Lounge, Langdon, ND
Schools: Langdon, Walhalla, St. John, Nekoma, Grafton, Park River and Belcourt

FEBRUARY 26, 1975 - Wednesday, Country Kitchen, Hillsboro, ND
Schools: Hillsboro, Casselton, Hunter and Page

One-week summer workshops were conducted at four sites across North Dakota where approximately 75 classroom instructors, guidance personnel and administrators were in attendance. These workshops were conducted by the State Staff or designated Certified Career Education college instructors. The state staff also participated in other college workshops during FY '75 such as the Bill Martin Workshop at Minot State College and the Economic Workshop for elementary instructors at Jamestown College.

The purpose of state staff participation in workshops across the state is four-fold:

1. Coordination of State Career Education activities.
2. Distribution of Career Education materials
3. Cooperation with post-secondary education Career Education efforts
4. Dissemination of Career Education Philosophies

A primary responsibility during FY '75 has been conducting in-service programs for school districts throughout the state. The in-service programs were for schools involved with the mini-grant program and all other school districts that requested the service. The state staff conducted approximately 35 in-service sessions with attendance ranging from 11 local district teachers to participation of 100 teachers from throughout a county. The objectives of the in-service sessions were to distribute Career Education materials and to explain the fundamental aspects of a Career Education program infused throughout school curriculum. Also emphasis was placed on encouraging home and community involvement.

Career Education programs were presented at the State PTA convention and the State Education Association Convention. Along with the participation at aforementioned conventions the staff attends various other civic and educational conventions throughout the state such as the Secondary Principals Convention, Elementary Principals Convention, North Dakota Professional Guidance Convention, and the State Administration Convention.

Providing resource materials and bibliographies to school districts throughout the state was a primary concern during the past year. An on-going bibliography was established by the office so as to better serve the North Dakota school districts. A brochure explaining the North Dakota Career Education Concept was developed and printed for distribution state-wide and nationally. Also a slide program was developed for use by the state staff and any other interested parties. We have been in constant communication with the ERIC system and have supplied them with any pertinent information that they have requested.

During the fiscal year 25 Career Education courses were taught throughout North Dakota with 469 instructors participating in the courses. With the cooperation of North Dakota State University, 16 instructors throughout the state have been approved to teach the course.

It was felt that the best way for communication state-wide and nationally was that a Career Education Newsletter from the state office be initiated. This was done during FY '75 on a quarterly basis. It was distributed to over 2,200 people interested in education throughout the state. Growing out of this service is a need for a Career Education mailing list so as to better serve the educators of the state.

An instrument designed to partially evaluate the effectiveness of K-12 Career Education programs was designed and will be administered during the coming fiscal year.

The state staff has continually been involved in supervision activities directly related to the mini-grant programs and other Career Education projects funded by the State Board for Vocational Education. The staff has also been available in a consultant capacity for any other school district, civic group, or parent organization that requests such services.

The state staff has a policy of continual cooperation with North Dakota State offices, out of state offices and the USOE. It has been the philosophy that in order to administer a national program such as Career Education cooperation among North Dakota and other states with the USOE is extremely essential.

A joint project between the State Board for Vocational Education and the North Dakota Association of Student Councils was culminated during FY '75. A final report was prepared, based upon findings of a state-wide survey implemented in 60 student council member schools. Students in grades 11 and 12 responded to a 20 question instrument, reviewing their needs concerning Career Education in high school. 14,800 students participated.

PROGRAM EVALUATION

Program evaluation is an on-going process planned and conducted in cooperation with the local education agency. Evaluations are conducted on a systematic basis in terms of pre-designated program objectives. The results of these evaluations determine to what extent vocational education is meeting the objectives of the State Plan, the needs of the persons to be served and the manpower needs of business and industry.

The actual results of these assessments are documented and on file in the State Office. The results serve as a basis for identifying program strengths and weaknesses which provide a basis for recommendations for program improvements. The following is a summary of the major kinds of evaluation activities conducted during fiscal year 1975.

Local program evaluations were made through on-site visits, review of enrollment data and follow-up reports, program applications and local advisory committee reports. Supervisors participated in six NCA (North Central Accrediting) local evaluations. Each of the special disadvantaged and handicapped programs were reviewed on-site by staff personnel.

An in-depth evaluation of vocational programs in four selected high schools was conducted by a team from the state staff. The first day of the visitation was spent visiting with the administration discussing goals, budget matters and general vocational education philosophy. The second day was spent observing classes. An exit conference was conducted with the administration and teachers to discuss strengths and weaknesses and to present recommendations. This was followed by a written report outlining suggestions for program improvement.

The schools and programs evaluated included:

Carrington - Consumer and Homemaking, Office Education, Vocational Agriculture, Special Needs and Vocational Guidance

New Rockford	- Consumer and Homemaking, Office Education, Industrial Arts, Vocational Agriculture, Special Needs and Vocational Guidance.
Dickinson	- Consumer and Homemaking, Distributive Education, Office Education, Vocational Agriculture, Auto Mechanics, Health, Welding, Electronics, Building Trades, Drafting, Special Needs and Vocational Guidance
Hettinger	- Consumer and Homemaking, Office Education, Auto Mechanics, Distributive Education, Vocational Agriculture, Special Needs and Vocational Guidance

The state contracted with National Computer Systems to gather student information for product evaluation purposes in each of the vocational programs at Bismarck Junior College, Lake Region Junior College and UND-Williston Center. This package included a student survey which was conducted in April, 1974. The results were analyzed and shared with the local administrators, teachers and counselors. A detailed report is available.

Another evaluation activity involving teams of business and industry representatives was planned and conducted during Fiscal Year 1975 at Lake Region Junior College and Bismarck Junior College. The follow-up portion of the study will be completed in 1976. This information coupled with the student "feed back" and the supervisory visitations provide a good assessment of post-secondary vocational education. Also a five-year follow-up study was conducted on Trade and Industrial education graduates of the three junior colleges and the North Dakota State School of Science. A detailed report of this study is available.

In addition, the report of the State Advisory Council's assessment of vocational education was utilized in making program assessment and ultimate recommendations for local program improvement.

ADMINISTRATION AND SUPERVISION

The State Board for Vocational Education maintains a professional staff to administer and supervise vocational education programs in the state. The staff includes specialists in the various vocational program areas. The primary responsibility of the staff is to provide state leadership for vocational education and to administer the programs in conformity with state and federal legislation.

GOAL (10) - To provide a qualified administrative and supervisory staff at the state level to foster and promote vocational education programs.

OBJECTIVES:	Outcome Sought	Actual	Percent Attainment
1. To provide a professional staff for the administration and supervision of vocational education at all levels.	19	19	100.0%
2. To assist local education agencies in providing directors of vocational education programs.	10	10	100.0%

The State Vocational Education office was adequately staffed in 1974-75 to enable it to administer, supervise, and evaluate all vocational education programs, services, and activities which were assigned by the State Board.

The Staff and areas of responsibility were as follows:

Name	Title	Area(s) of Responsibility	Telephone
Carrol E. Burchinal	State Director & Executive Officer	Administration & Coordination of State Vocational Education Activities	(701)224-3259
Larry Selland	Assistant State Director	Planning & Evaluation, Area School Development	(701)224-3184
Reuben Guenthner	Assistant State Director	Special Programs, Fiscal Officer	(701)224-3101
Banie Nakla	Administrative Assistant	Secretarial Personnel, Purchasing Supplies & Equipment, Secretary	(701)224-3181

Name	Title	Area(s) of Responsibility	Telephone
Don Erickson	State Supervisor Agricultural	Program Supervision & Administration (S, PS, A) Public Information	(701)224-3185
Norbert Mayer	Assistant State Supervisor, Agricultural Education	Program Supervision & Administration (S, PS, A)	(701)224-3185
Leonard Pokladnik	State Supervisor Distributive Education	Program Supervision & Administration (S, PS, A) Cooperative Education	(701)224-3182
Miss Majore Lovering	State Supervisor Home Economics	Program Supervision & Administration (S, PS, A)	(701)224-3186
Miss Karen Botine	Assistant State Supervisor, Home Economics	Program Supervision & Administration (S, PS, A)	(701)224-3186
Jerald Lydeen	State Supervisor Office Education	Program Supervision & Administration (S, PS, A)	(701)224-2286
J.W. Smith	State Supervisor Trade & Industrial Technical & Health	Program Supervision & Administration (S, PS, A) Residential Schools	(701)224-3183
Robert Wallace	Assistant State Supervisor, Trade & Industrial Technical & Health	Program Supervision & Administration (S, PS, A)	(701)224-3183
Robert Lamp	State Supervisor Vocational Guidance	Program Supervision & Administration	(701)224-2288
Vacant	State Supervisor Special Needs	Program Supervision & Administration	(701)224-2288
Ernest Breznay	State Supervisor Industrial Arts	Program Supervision & Administration (S)	(701)224-2711
William Rosenberg	State Supervisor CETA	Program Supervision & Administration	(701)224-2287
Dr. Don Eshelby	Research Coordinator	Reserach Coordinating Unit Activities, Curriculum Development	(701)224-3195
Gene Sayler	Coordinator, Private Vocational Schools & Professional Development	Coordinate Personnel Development & Private Vocational Schools Activities, Work Study	(701)224-3123

Name	Title	Area(s) of Responsibility	Telephone
Jerry Tuchscherer	Career Education Specialist	Coordinate Career Education Activities	(701)224-2710
Mike LaLonde	Career Education Specialist	Coordinate Career Education Activities	(701)224-2710
Wayne Boekes	Coordinator, Business/Industry/ Education Project	Coordinate Special Project Activities	(701)224-2711

At least one on-site supervisory visit was made to each school that conducted a vocational program in 1974. New programs were visited in most instances two times or more. During the program visits, attention was given to program objectives, course outlines, facilities, equipment, instructional supplies and materials, advisory committees, occupational experience program, students with special needs, adult programs, youth groups and administration concerns.

In addition to supervisory visits, newsletters were mailed to vocational instructors in each of the program areas. Contact with teachers was also made through group conferen es, visits over the telephone and various workshops conducted by the program supervisors.

In addition to the activities with local education agencies, the state staff maintained an effective liaison and working relationship with the Department of Public Instruction, Employment Security Bureau, Governor's Manpower Council, Vocational Rehabilitation and other agencies, organizations and associations with related purposes.

Local Directors of vocational education were maintained at Bismarck Junior College, Lake Region Junior College, UND at Williston on the post-secondary level and at Bismarck, Minot, Dickinson, Grand Forks, Fargo, Jamestown, Sheyenne Valley Vocational Center and Minn-Dak Vocational Center. Six meetings were conducted with the local directors to coordinate and improve vocational education activities between the state and local level.

The state staff was available and did provide programs relating to vocational education for service clubs, education conferences, parent-teacher association meetings and other public meetings throughout the year.

RESEARCH AND CURRICULUM DEVELOPMENT (Part C)

Research and demonstration services in North Dakota are provided to promote and conduct research-related activities all educational levels in an attempt to evaluate, measure, determine the effectiveness of, or otherwise test existing models or to develop new methods of instruction and/or administration in vocational education. The major responsibility of the research unit is to gather educational information for the State Board through the research process. This includes Manpower data compilation and retrieval, information dissemination projects, evaluation project and other such data collection techniques as required by the Board.

GOAL (7) - provide all vocational education personnel with the assistance, resources and expertise necessary to conduct and develop research-related activities and curricular materials or to plan for program modification and continuance.

OBJECTIVES:

1. To administer and maintain the RCU office and prepare reports and correspondence pertaining thereto.
2. To promote and expand the dissemination activities of the resource collection with the RCU office.
3. To promote and monitor research activities relating to vocational education.
4. To promote and coordinate curricular development at all levels of vocational education.

Research and curriculum-related activities sponsored by or funded through the Research Coordinating Unit included a total of 13 projects funded, 13 projects completed in part or whole, and three projects in progress. A project funded under Part C 131(a) Commissioner's funds, FY 74, has completed 12 months of study. It has proven to be very rewarding to the school system at Fargo with suggestions for their district evident in the results obtained thus far. It is scheduled for completion under 131(a) funds in December, 1975. Efforts to provide funds for a six-month extension are underway.

A list of all projects funded under Part C 131(b) during 1974-75 follows:

1. A Study to Field Test a Supervised Occupational Experience Manual for Agri-Business.
2. A Descriptive Study of Food Service Equipment Used in North Dakota Business.
3. Post Secondary Agri-Business Learning Activity Package Audio-Visual Development.
4. A Study to Develop Multi-Sensory Individualized Packages for Occupational Therapy. Phase I and II
5. Development of Career Awareness Materials for Special Needs Students. Phase I and II.
6. Development of a Promotional Unit for Unifying Industrial Arts Ideology.
7. The Development of a Master Plan for Industrial Arts in North Dakota.
8. A Study to Develop an Agri-Business Course of Study for North Dakota Schools. Phase I and II.
9. The Development of a Model Distributive Education Competency Based Learning Laboratory.
10. A Project to Conduct a Work Experience and Career Exploration Program.
11. A Business-Industry Visitation Program for Selected High School Teachers.
12. Snowmobile Repair and Servicing Audio-Visual Development.

Three of the above projects were initiated as two-phase projects, the first of which was completed in June. The second phase of all three is in progress and is considered a funded program for fiscal 1976. Another project was given an extension and will be completed in September.

The Agri-Business Course of Study, Career Awareness Materials for Special Needs Students, and the Occupational Therapy Multi-Sensory Materials projects are the two-phase projects. Unifying Industrial Arts Ideology was extended so that a more complete package could be developed.

Projects that were completed during FY 75, included the following:

1. Industry Evaluation of Post-Secondary Programs
2. The Development of a Model Store Curriculum for North Dakota Schools

3. The Development of Individual Study Guides for Secondary Agri-Business Programs

4. Development of Learning Activity Packages for Post-Secondary Agri-Business Programs

5. A Follow-up Survey of Career Development Institute Attendees

6. A Follow-up Study of Trade, Industrial and Health Graduates

7. A Study to Field Test a Supervised Occupational Experience Manual for Agri-Business

8. A Study to Develop Multi-Sensory Individualized Packages for Occupational Therapy, Phase I

9. Development of Career Awareness material for Special Needs students, Phase I

10. A descriptive Study of Food Service Equipment Used in North Dakota Businesses

11. Post-Secondary Agri-Business Learning Activity Package, Audio-Visual Development

12. The Development of a Master Plan for Industrial Arts in North Dakota

13. A Study to Develop an Agri-Business Course of Study for North Dakota Schools, Phase I

The RCU handles many requests for information from local teachers, administrators, and from other state offices and teachers. Specific requests for material developed under research funds included 77 queries for ten of these documents. Those 77 requests from out-of-state personnel were in addition to other requests from out-of-state offices for general information and materials. Local (in-state) requests in written form totalled 24. No attempt was made to record the number of miscellaneous requests for information which came in from individuals by phone, in person or through another supervisorsy office in-house.

Requests for the most popular documents were filled by the provision of microfiche material. All final reports of material which include curriculum or instructional material are microfilmed at the State Microfilm and Records Office and sent to the ERIC Center at the University of North Dakota for duplication. The copies are then provided to those requesting same from the RCU as complimentary copies. Considerable cost is saved in providing microfiche copy in lieu of paper copy.

from the Oklahoma Center to the Northwestern Center in Washington. Two meetings were held under the old pattern and one national meeting was held under the new arrangement.

Approximately 150 separate pieces of material have been obtained through the NCCN from offices nationwide under the cooperative sharing arrangement. These materials have been cataloged in the RCU office. Continued efforts to publish a list of available material have led to a limited list of materials for in-house use.

3. The establishment of a Mid-America Vocational Curriculum Consortium. A meeting was held in September with the state directors from the ten states involved in the curriculum network with Oklahoma. It was agreed that a consortium to develop curriculum was needed. The consortium began January, 1975. Currently, all ten states are members.

   The first publication has been received. The Occupational Child Development manual will be distributed during the first week of school in September as the first consortium publication. Five additional manuals are in progress. The areas under development are 1) Air Conditioning, Heating, Ventilation, and Refrigeration; 2) Comprehensive Small Engines; 3) Motorcycle Repair and Maintenance; 4) Snowmobile Repair and Maintenance; 5) Occupational Foods. Another manual, Agri-Business Sales and Services, will begin development in September. Air Conditioning is scheduled to be completed in September, 1976. The majority of the others will be completed on or before January, 1976. Occupational Foods will be available June, 1976.

Several very positive events occurred during FY 76 through the research and development activities and the curriculum coordinating efforts. There were some disappointing events also, the most notable being a failure of one research proposal to produce the results expected. The Industry Evaluation of Post-Secondary Programs proposal was a dismal failure. The reasons were many, but in part, it was a lack of initiative on the part of the people involved at the local level. More concentrated effort from the state office may have created more response but the local personnel did not feel a need for the study which was reflected in their efforts.

The mini-grant offering for improving instruction at the local level has proven to be a popular grant system for both Part C and D activities. A total of 36 mini-grants were approved and funded during FY 75. Continued offerings in this area will provide more opportunities for individuals to develop an idea into a teaching method.

Requests for instructional materials was the most common form of request from the local teachers and administrators. Approximately 85 copies of curriculum material were provided to schools on a request basis. These materials were purchased from the Curriculum Center in Oklahoma over a two-year span for the purpose of upgrading instructional materials statewide. In addition to providing actual curriculum material available in the office, many instructors received a list of materials from which t ey could choose to order material directly from the source.

The ERIC AIM/ARM collection was utilized heavily in attempts to provide instructional materials. A hand search for material was provided for approximately 160 instructors in addition to over 75 ERIC computer searches from the ERIC Center at UND. Efforts to provide AIM/ARM computer searches continued through September, 1975. Plans were to contract for approximately 100 searches during FY 76.

Another responsibility of the RCU is to maintain a mailing list for the state office. The list now includes approximately 3,000 names. Upgrading is done quarterly through the Central Data Processing facilities. The state offices utilized the service in requesting approximately 300 sets of mailing lists for all service areas. Copies of selected lists were provided to other state agencies on a limited basis also.

Coupled to the mailing list duties of the RCU is the responsibility for editing and distributing the Vocational Education Newsletter, a 12-page quarterly publication from the state office. Two thousand copies were produced quarterly and distributed statewide.

Other notable events that occurred during FY 75 included:

1. The establishment of a Curriculum Coordinating Committee for each service area to coordinatecurriculum activities in the state and to determine priorities for development of material. An initial two-day meeting was held in February. Subsequent meetings are planned for FY 76.

2. Continued membership in the National Curriculum Coordinating Network. There was a shift in regional membership which moved North Dakota

EXEMPLARY (PART D)

Exemplary funds are appropriated for the purpose of developing, conducting and evaluating innovative programs designed to broaden occupational aspirations and opportunites for youth. Eligible kinds of projects include:

1. Programs designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations;

2. Programs or projects for students providing educational experiences through work during the school year or in the summer;

3. Programs or projects for intensive occupational guidance and counseling during the last years of school and for initial job placement;

4. Programs or projects designed to broaden or improve vocational education curriculums;

5. Exchanges of personnel between schools and other agencies, institutions, or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry;

6. Programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment; and

7. Programs or projects at the secondary level to motivate and provide preprofessional preparation for potential teachers for vocational education.

The following activities were conducted during Fiscal Year 1975:

Career Development Consortium

A consortium of 32 school districts were awarded $60,000 in Mini-Grants ranging from $1,500 to $4,000 for the purpose of assisting them in developing local programs in career education.

School districts submitted proposals outlining their plans for developing and implementing career education. The primary activity consisted of staff inservice training in the career education concept and the development of career education activities for integration into the total curriculum.

More than 11,659 teachers and students were involved in the following consortium of school districts:

Anamoose	Lehr
Binford	Linton
Cando	Mandaree
Carson	Michigan
Churchs Ferry	Montpelier
Divide County (Crosby)	Nekoma
Dakota (Hunter)	Oakes
Enderlin	Powers Lake
Fessenden	Page
Ft. Totten	Rhame
Grenora	Riverdale
Hebron	St. John
SIS (Mandan)	Walhalla
Lakota	Wishek
LaMoure	Woodworth
Leeds	Zeeland

The objectives of the program include:

1. To develop an appreciation for the worth and dignity of all types and levels of work.

2. To develop favorable attitudes toward the personal, psychological, social and economical significance of work.

3. To develop the knowledge, attitudes and skills necessary for choosing change, direction in keep with individual desires, needs and opportunities available for each student.

4. To develop self-awareness, career awareness, positive attitudes toward work, decision making skills, employability skills and educational awareness.

5. To provide occupational orientation at the elementary and secondary level so as to increase student awareness of the options open to them in the upcoming world of work.

The procedures followed including a combination of activities. Pre-service meetings of the entire teaching faculty were conducted in all schools by the State Board for Vocational Education Career Development staff. Numerous teachers were enrolled in Career Development 460, a graduate extension course in Career Education. School faculty members participated directly in the assessment and ordering of Career Education Durable Aids in their school and faculty members attended area Career Education Conferences held in several locations around the state. These conferences were primarily information and idea sharing sessions. Faculty members traveled to various schools around the

state to view classrooms and Career Education models.

The specific accomplishments of the projects include:

1. More emphasis on the World of Work is now being integrated into the total curriculum, K-12, in the participating schools.

2. Students have a greater knowledge of the working world around them through field trip experiences, and visits from community resource persons.

3. The Career Education Concept is integrated or internalized into the school structure, curriculum and staff at a level of approximately 75%.

4. Career Education materials have been greatly updated in participating schools.

5. Participating schools have established Career Education Resource Centers either as a separate entity in the school or as an addition to existing library facilities.

6. Increased awareness of Career Education Concepts on the part of school faculties through in-service training during 1974-75 is evident.

North Dakota Student Council Career Development Project

A two-year cooperative project between the Fargo Public Schools and the North Dakota Association of Student Councils was completed. The purpose of this project was to involve North Dakota high school students in a program of activities through student councils in public and private non-profit high schools that will result in student input in the development implementation, self-understanding, and acceptance of the career education concept. The specific objectives included: 1) develop a master project plan outlining a program of work that will result in the achievement of the purpose of the project; 2) to develop an appreciation for the career education concept and vocational education; 3) to involve students in the identification of ways and means of making high school students conscious of the career education concept and vocational education opportunities; 4) to identify methods, techniques, and procedures that will meet with student expectations in their relationships with counselors during career guidance conferences; 5) to determine the variety of resource materials that should be in career information centers that will be most meaningful

and helpful to students; 6) write a publication for distribution to high school students on career decision making guidelines.

The first year's activities consisted of the establishment of an advisory committee, development of an informational brochure and formalizing of the basic strategies for obtaining student input regarding their career development needs. Informational sessions were held at the Student Council's State Convention in Wahpeton and regional sessions were held at Grand Forks, Williston, Bismarck and West Fargo. The regional sessions involved 29 schools and 134 students from throughout the state.

The second year activities included four regional sessions involving 33 schools and about 150 students. In addition the survey form was completed and administered to 11th and 12th grade students in 70 schools. The schools ranged in size from 25 students in high school to over 2,000 students. The study is published in a separate report. The information gathered from the students will serve as a basis for making recommendations to local schools regarding the career development needs of students.

Mobile Welding Laboratory

The major Exemplary development in Fiscal Year 1975 was the initiation and development of a contract with the North Dakota State School of Science to secure and operate a Mobile Welding Laboratory to help serve the statewide manpower needs of this related industry.

The primary purpose of the mobile welding laboratory is to provide on-site or near-site inservice upgrading or retraining welding instruction for adults employed as welders. Training for the highly skilled welder in special techniques such as pipe welding is an example of the primary purpose.

The secondary purpose of the mobile welding laboratory is to provide welding training for adults who are underemployed, unemployed, and for minorities requiring training for a specific job.

The objectives of the Mobile Welding Laboratory Program include:

1. To provide short term in-service upgrading and/or retraining education for persons employed as welders.

2. To provide specialized short term in-service training to meet specific industry needs.

3. To provide welding training for adults who are underemployed, unemployed and for minorities who require welding training for a specific job.

4. To provide a welder with enough skill and knowledge so that he will have immediate value to his employer.

5. To provide specialized and supplemental welding training programs which will meet the needs of industry in North Dakota by offering welding instruction at locations convenient to those who need instruction.

6. To certify welders.

The primary target population shall be employed welders who need specialized training, upgrading or retraining. The secondary target shall be adults who are underemployed, unemployed and minorities who require welding training for a specific job.

Scheduling will be administered through the Continuing Education Division of the North Dakota State School of Science in cooperation with the Trades Division of the college and other college officials after consultation with the North Dakota State Board for Vocational Education representative. Written requests for use of the lab shall be sent to: Orlin D. Bakken, Director, Continuing Education Division, North Dakota State School of Science, 708 Dakota Avenue, Wahpeton, ND 58075.

The Mobile Welding instructional laboratory will be available on a twelve month basis. It will become operational by November 15, 1975.

CONSUMER AND HOMEMAKING (PART F)

Consumer and Homemaking programs are designed for persons who have entered, or are preparing to enter the work of the home. The programs are designed to prepare such youths and adults for the role of homemaking or to contribute to their employability in the dual role of homemaker and wage earner. Consumer education is an integral part of the program.

The Consumer and Homemaking curriculum is concerned with meeting individual and family needs in relation to competencies needed to improve home environments and quality of personal and family life and include instruction in food and nutrition, child development, clothing and textiles, housing, family relations and management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities.

The following describe the goals and objectives and major accomplishments in Fiscal Year 1975.

GOAL (5) - Provide consumer and homemaking programs that will assist persons to assume the role of homemaker or the dual role of homemaker-wage earner.

OBJECTIVES:

	Outcome Sought	Actual	Percent Attainment
1. To increase the number of persons served in consumer and homemaker programs.			
Secondary	13,094	12,235	93.5%
Adult	4,750	4,619	97.5%
a. To provide services for an increased number of disadvantaged persons in regular consumer and homemaking programs.			
Secondary	2,619	1,936	74.0%
Adult	180	63	35.0%
b. To provide services for an increased number of disadvantaged adults in special consumer and homemaking programs.	500	629	126.0%
c. To provide services for an increased number of handicapped persons in regular consumer and homemaking programs			
Secondary	393	332	85.0%
Adult	30	120	120.0%

Secondary

One Hundred and Six school districts operated regular programs. Seven of these opened new Consumer and Homemaker programs (Edmore, Fargo, Michigan, Minot, Plaza, Powers Lake, and Sheldon).

In addition, 19 schools operated programs in areas designed as highly depressed: Ashley, Buxton, Center, Dunseith, Finley, Ft. Totten, Gackle, Galesburg, Hatton, Hillsboro, Hope, Langdon, Mandaree, Mayville, Napoleon, Rolla, Solen, Trenton, and Wishek. Two of these (Ft. Totten and Trenton) were new programs this year.

Class enrollment according to unduplicated count increased 22%. Enrollment of 2,594 males in the program represented a 48% increase of men this year.

Schools continued to offer more semester courses-19% increase. Family Living courses were offered in 73% of the schools; this was the most frequently offered semester course.

Evidence from semester reports indicate that many activities were integrated into units to help prepare students to be effective consumers.

Work experiences continued to provide worthwhile learning outside the classroom; each student planned a project for development as an individul, as a member of the home and community, or as an employed person.

Post-Secondary - No programs.

Adult

Two schools (Williston and Minot) each employed a home economist to work full-time in adult programs. This was called "Keenagers in the Know" and was offered cooperatively with the State Aging Services. The Williston program was new in Fiscal Year 1975, while Minot continued and expanded the program initiated in Fiscal Year 1974.

Although the program was funded to Minot and Williston, communities nearby had the opportunity for regular adult offerings for senior citizens.

Through Williston, monthly classes were offered at Crosby, Grenora, Noonan, Ray, Tioga, Watford City, Wildrose, and Williston.

Through Minot, monthly classes were offered at Berthold, Bottineau, Bowbells, Drake, Glenburn, Granville, Kenmare, Minot, Mohall, New Town, Parshall, Powers Lake, Ross, Rugby, Stanley, Towner, and Velva.

Enrollment for the
Keenagers in the Know Programs
by Concept Area

	Minot	Williston	Total
Consumer Education	568	143	711
Crafts	168	228	396
Foods and Nutrition	692	132	824
Textiles and Clothing	142	40	182
Grand Totals	1,570	543	2,113

One of the strengths of the Minot Keenagers in the Know program was the organization of 16 advisory committees which helped the director in determining monthly offerings as well as making arrangements for publicity and facilities. A yearbook for each of the programs was printed and distributed to those attending classes and also used for informing other schools, both in and out of the state, about Keenagers in the Know.

Another new aspect of the Minot program was offering classes for older citizens receiving services through the Minot Mental Health Agency.

In both programs a relatively high percent of males attended classes; 22% of the enrollment was male. This represents unduplicated count.

Regular adult classes were taught for a series of four to ten lessons in various concept areas. The schools sponsoring these adult classes included Bismarck Junior College, Cando, Casselton, Center, Devils Lake, Lake Region Junior College, Dickinson, Fargo, Galesburg, Grand Forks, Jamestown, Killdeer, Mandan, Mayville, Minot, Mohall, Page, New Town, Stanton, Trenton, Velva, Walhalla, and UND-Williston Center.

The goal of 26 regular adult programs set for Fiscal Year 1975 was not achieved. However, the scope of the 22 established was broadened in three

of the city programs: Bismarck, Jamestown, and Mandan. Ten of the programs were new for that school; five of the programs were held in highly depressed areas.

The Consumers in the Know adult program for Rolette County could not be continued because personnel and sufficient funding were not available for this highly depressed area.

In the Minot program, two handicapped persons (deaf mutes) enrolled in a regular clothing class. The teacher learned sign language to better assist them with their projects and also had cooperation of class members to help these handicapped enrollees. They made excellent progress.

A number of socially and economically disadvantaged were reached through the Keenagers in the Know program as well as in regular programs.

The total adult enrollment for Fiscal Year 1975 was 4,619 as compared to 5,471 in Fiscal Year 1974.

Part G - Cooperative Education:

One new program (Minot) and one continuing program (Valley City) were the extent of the cooperative programs in Home Economics.

Although only six students enrolled in the Minot Food Service cooperative program, placement was satisfactory to both students and employers. At the end of the second week, one employer requested at least two more co-op students because the one he had was highly satisfactory. In another food service business, one of the students was promoted from waitress to hostess after three weeks of employment and given additional hours of work beyond the minimum required by the school. To orient the co-op student, each was required to do a research project, Development of a Food Service Director, to explore opportunities available in Minot.

The Valley City program enrolled only seven persons, but, because these were either disadvantaged or handicapped, the administration felt justified in the program's continuance.

COOPERATIVE VOCATIONAL EDUCATION (Part G)

Appropriations under Part G of the Act facilitated cooperative vocational education programs by providing financial assistance (1) for compensation and travel expenses of professional personnel responsible for instruction and coordination in addition to (2) equipment, teaching aids and student materials for the conduct of the cooperative programs.

Cooperative vocational education programs approved by the State Board are administered by the local school in consultation with advisory committees and other persons knowledgeable about job training opportunities, with participation of public and private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such programs.

Cooperative vocational education programs are interdependent combinations of instruction including required academic courses, vocational instruction and employment related to that instruction. Employment under this arrangement is an extension of in-school instruction. The students' education and employability is enhanced by alternating the study in school with a job in a vocational field, the two experiences are planned and supervised by the school and employers. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative vocational education work-study program.

Requirements relating to supervised on-the-job training of cooperative vocational programs include: employment (1) is related to existing career opportunities susceptible of promotion and advancement (2) does not displace other workers who perform such work (3) employs and compensates student-learners in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain and (4) is conducted in accordance with written training agreements between local educational agencies and employers, copies of which are submitted to the state for filing with the local application.

Of the 2,247 students participating in cooperative vocational education in Fiscal Year 1975, 1,221 were in programs funded with Part G monies. The total served in cooperative programs represents an increase of 320 over the previous year. New high school programs were established at Bismarck, Linton, and Minn-Dak Vocational Center.

Seven Part G Diversified Occupational programs were continued at Belcourt, Dickinson, Fargo, Jamestown, Wahpeton, Walhalla and LaMoure serving 277 persons of which 159 were disadvantaged and 11 were handicapped. Cooperative programs in Distributive Education were continued at Casselton, Devils Lake, Fessenden, Grafton, Mandan, Valley City, West Fargo, and Williston serving 434 students. Cooperative Part G programs in Office Education were continued at Bismarck Junior College and NDSU-Bottineau Branch. Ninety-five students were served.

The Trade and Industry cooperative program for the handicapped was continued at Grafton and the Health Occupations program at Oakes. Cooperative Part G programs were continued in Agri-Business offerings at Bismarck Junior College and UND-Williston Center serving 76 students.

The basic reason for limited growth in cooperative vocational education enrollments is shortage of suitable training stations in the many small communities. Also the minimum wage laws make it prohibitive for some businesses to participate. More attention must be directed to this problem.

VOCATIONAL WORK STUDY (Part H)

The funds allotted to the States under Part H of the act are used to provide up to 80 percent of the costs of vocational work-study programs designed to provide employment for economically disadvantaged vocational education students at a local educational agency or some other public agency or institution.

Participating agencies were encouraged to expand their vocational work-study programs to the degree possible and to continue to better coordinate the students' jobs with a student's vocational training objective.

Sixteen new work-study programs to serve the economically disadvantaged were established at Ashley, Binford, Bismarck, Cooperstown, Lakota, LaMoure, LuVerne, Mandan, Mandan (Marmot High School), Mayville-Portland, McHenry, Oakes, Powers Lake, Rugby, Walhalla and Wyndmere.

Twenty-three work-study programs to serve the economically disadvantaged were continued at Berthold, Bottineau, Crosby, Dickinson, Enderlin, Finley, Grafton, Inkseter (Midway H.S.), Jamestown, Langdon, Minot, Mohall, New Salem, Richardton, Scranton, Solen, Towner (Newport H.S.), Valley City, Velva, Wahpeton, Watford City, West Fargo and Westhope.

Work-Study Program Data

Program Data	FY 1974	FY 1975	Net Change
Work Study Programs	29	39	+10
Number of Participants	141	196	+55

The above table provides a fiscal year comparison of the number of work-study programs and participants in work-study programs.

VOCATIONAL YOUTH ORGANIZATIONS

Major accomplishments of 1974-75 in North Dakota vocational youth organizations included the continued expansion in membership, numbers of local chapters, and scope and quality of the respective programs. The highlight was the first annual state leadership conference for state officers of each of the organizations. This activity provided for a better understanding of the different organizations and an opportunity to share ideas and mutual concerns. Each organization provided the leadership and resources for varied topics from public speaking to planning a recognition banquet.

TABLE 7

Vocational Education Student Organizations

	Actual Membership			Potential Membership
	1972-73	1973-74	1974-75	1974-75
DECA	523	631	495	1,132
FBLA/PBL	439	631	709	3,728
FFA	4,789	5,206	5,259	6,406
FHA (HERO)	4,056	4,586	4,574	12,904
VICA	0	416	447	2,740
TOTAL	9,807	11,473	11,484	26,910

The program of activities of these vocational youth organizations is an interrelated part of the instructional program. The following are highlights of the vocational youth organization activities in 1974-75:

DECA - All of the schools that offer Distributive Education in 1974-75 maintained active DECA chapters. The secondary and post-secondary program participated in the following events and activites. The Fall Planning Conference was held October 20 and 21. This conference is used to plan the year's program of work, elect state officers, and present state leadership training sessions. Delegates from DECA were sent to the Central Region Conference November 15-17. The highlight of the year was the State Leadership Conference held February 2-4. DECA members from all across North Dakota participated in competitive events related to skills learned

in their Distributive Education classes. Approximately 500 students and advisors participated in the conference. A North Dakota DECA Board of Directors was established to share the work and responsibility of the association. The DECA Board met four times during the year and provided much assistance to the State Supervisor. The major activities conducted at the local level continued to be the employer-employee banquet, leadership training sessions, social activities, and civic activities designed to help students recognize their obligations to the community.

FBLA/PBL - During the 1974-75 school year 564 students in 28 different schools participated in activities of the FBLA student youth organization. Two new chapters were formed at Fargo-Shanley High School and Walhalla High School. Highlights of the year's activities included a state officer leadership development workshop held at Mary College in Bismarck. The annual leadership workshop was held in Jamestown and was attended by all local chapter officers and their advisors. The annual state leadership conference was held in Minot April 14-15. Honorary memberships in FBLA were presented to Dr. Wayne Sanstead, Lieutenant Governor of North Dakota and Mrs. Doris Stroh of Lisbon. 78 members and advisors attended the National Leadership Conference for FBLA in Florida June 19-21. North Dakota received national recognition in the chapters from Mayville-Portland, Minot, Velva and Lisbon -- received the Hollis and Kitty Guy Gold Seal Award for outstanding chapters. PBL is the post-secondary office education youth organization. In North Dakota this consists of six chapters with 143 members. The major activities of PBL in 1974-75 included participation in the annual fall leadership workshop, the spring leadership workshop, and the national PBL Week activities.

FHA/HERO - Total membership for 1974-75 was 4,574. Of this number, 4,462 were in the 128 FHA chapters, and 112 members in the four HERO chapters in North Dakota. New FHA chapters were chartered at Ft. Totten, Minot, Trenton, and Wahpeton Senior High School. New HERO chapters were formed at Hettinger and Minot (Magic City) High School. The theme for the national FHA/HERO meeting which was attended by 29 students and 6 local advisors from North Dakota was "Search". Through a variety of large and small group activities delegates were helped to discover the resources around them. These ideas and resources will be incorporated into the state program of work. Approximately 600 FHA and HERO delegates and their advisors attended the 30th Annual State Convention in April. A reunion of past state officers was held in conjunction with the convention. Five persons received honorary membership in North Dakota Future Homemakers of America. The Enderlin chapter was recognized as the Outstanding Chapter for 1974-75. North Dakota FHA and HERO chapters continued their state service project, working with the Muscular Dystrophy Association. 86 chapters sold shamrocks, held carnivals, and carried out various other activities to raise money for the fight against muscular dystrophy. A teaching unit on Leadership Development was prepared by selected advisors and students. A pocket-size brochure describing FHA/HERO in North Dakota was also developed and printed for use in explaining the vocational student organization to others. Some of the local kinds of chapter activities included Enderlin's project to place attractive litter containers throughout the city. Another project in Minot involved the placing of planters throughout the city for beautification purposes.

FFA - Chapters were maintained in 88 different schools with new chapters established at Walhalla and re-activated chapters at Devils Lake and Tappen. The highlight of the year was the State Convention which was attended by nearly 1,000 members and advisors. The state officers participated in the leader-

ship development workshop for officers of all the vocational youth organizations in July. The state FFA president Dave Pearce made visitations to over 70 percent of the chapters in 1974-75. More than 200 FFA members and advisors attended the National Convention in Kansas City in October. The most significant change in membership was the increase in the number of girls that became members for the first time. History was made at the annual convention when a girl was elected to the office of State Secretary. This is the first time that a girl has held an office in the State FFA Association.

VICA - The Vocational Industrial Clubs of America is a vocational youth organization composed of students in the Trade, Technical and Health Occupation programs. The major activities in VICA in 1974-75 included the State Advisors Training Session held in Bismarck in January and the state VICA Olympic Skills contest held in April at the North Dakota State School of Science campus in Wahpeton. The Leadership Conference included workshop-type activities on display techniques, shop safety, opening and closing ceremonies, extemporaneous speaking, job interviews, and preparing club scrapbooks. The state officers were also elected at this conference. The Olympic Skills contest included competition in the various Trade and Health occupational areas. This was the first Olympic Skills contest in North Dakota. The National VICA skills contest was attended by 12 students from North Dakota. Students competed in the areas of welding, architectural drafting and carpentry. Since this was only the second year as a VICA association the emphasis was on inviting information to local chapters and local members and introducing them to VICA. More emphasis is needed at the local level in getting chapter advisors and potential members involved in VICA activities.

MODEL PROGRAMS

The following have been identified as exemplary type programs for 1974-75:

OFFICE EDUCATION:

An experimental or model program in office education

LOCATION:

Minn-Dak Vocational Center, Wahpeton, North Dakota 58075

FUNDING SOURCE:

The Minn-Dak Vocational Center office education program is funded with Part B monies at a rate of 65 percent.

PERSONS SERVED:

40 students were enrolled in the program during the year. All 40 were female students. 12 were Junior students; 32 were Senior students; 5 were disadvantaged; 3 were handicapped and 1 was an American Indian

INSTRUCTIONAL CONTENT AND OTHER SERVICES PROVIDED:

Students learn in the simulation the routine, the excitement, the monotony, the promotions and the overall feeling of the real office world. The instructor acts as supervisor of the company. Communications with the students are conducted through normal office procedures such as staff meetings, memos, etc. A very active vocational student organization, FBLA, was also part of the vocational office education program.

METHOD OF INSTRUCTION:

A model or simulated office method of instruction was utilized in the program. The "Apex" simulation published by the Visual Products Division of the 3M Company was the actual simulation used. The primary objective of this simulation is to bridge the gap between the classroom and entrance into the job market. To achieve this primary objective, an office-like atmosphere is maintained by having the students conduct themselves as office employees while learning the necessary skills, procedures and attitudes required of office employees. The students are provided with simulated work assignments and projects in a realistic office environment which requires cooperative efforts and the use of office standards as criteria for evaluation.

INTENSITY OF PROGRAM:

The classes were conducted in three two-hour blocks of time for the entire 180 days or 36-week school year.

PROGRAM EFFECTIVENESS:

Twenty-nine students completed the program in 1973 and were followed up in November of 1974. Twenty of these students were continuing in vocational-technical education beyond high school and one was enrolled in a baccalaureate degree program. No students were unemployed and 7 students were employed and the status is unknown of one student. The follow-up of 1974 graduates will be made in February, 1975.

COST PER STUDENT:

The cost per student was $128.03.

DISTRIBUTIVE EDUCATION:

Balance of classroom instruction, store laboratory and cooperative work experience.

LOCATION:

This city high school program is located in Fargo, North Dakota 58102.

FUNDING SOURCE:

The Fargo North High School distributive education program is funded with Part B monies at a rate of 51 percent.

PERSONS SERVED:

Seventy-one students were enrolled in the program during the year. 34 of these were female students; 37 were male students. 19 were Junior students, 52 were Senior students, 17 were disadvantaged, 8 were handicapped, 27 were enrolled in the Co-op Method and all of the students were Caucasian.

INSTRUCTIONAL CONTENT AND OTHER SERVICES PROVIDED:

The first semester course includes an introduction to distributive education; the second semester is basic salesmanship and related information. The "Model Store" course follows but may be taken in conjunction with the first year course or the last year course. This course is taught in a model store facility built into the commons area of Fargo North High School. The "Model Store" course is actually four mini-courses in management, sales promotion, finance, merchandising, which serve as the store departments. Students rotate through all departments, spending nine weeks in each course department. Students actually run the store and sell merchandise. The final year in the program includes approximately six weeks of instruction in various marketing classes, math, data processing, human relations and psychology of selling and individualized instruction tailored to each student's career objective. Students enrolled in the final year are also placed on a cooperative training station, supervised using the usual cooperative method of instruction.

METHOD OF INSTRUCTION:

The teacher-coordinator used a variety of methods to instruct students in the Fargo North distributive education program including laboratory, cooperative, individualized instruction, and group classes. This is one of the very strong points of the program. Mr. Goschen adjusts to the students.

INTENSITY OF THE PROGRAM:

This is a regular secondary program in operation through the normal 36 week school year, five days a week.

PROGRAM EFFECTIVENESS:

The school retention rate for the Fargo distributive education program is 80 percent. Fifty-two students completed the program and were graduated. Many of the students on cooperative work experience remained as regular employees of the business that served as their training station. Placement for Fargo High School Distributive Education students completing the program is always high. The earnings of individual students while on training station averaged about $1,200 for the school year. A follow-up report of the graduates will be done to further determine success of the program.

COST PER STUDENT:

The cost per student was approximately $215.

HOME ECONOMICS:

Classroom, laboratory, demonstration, field trips, plus work experience in the home and/or in businesses of the community.

LOCATION:

Jamestown High School, Jamestown, North Dakota 58401.

FUNDING SOURCE:

The Jamestown High School Occupational Home Economics program is funded through Parts F and B monies.

PERSONS SERVED:

557 students were enrolled in the program during the year. 141 of these were adult students; 375 were secondary students (grades 9-12) enrolled in the Consumer and Homemaking program; 45 were secondary students enrolled in Occupational Home Economics. 256 of the secondary students were female students, 119 were male students. 68 were disadvantaged, 15 were handicapped and all of the students enrolled were Caucasian.

INSTRUCTIONAL CONTENT AND OTHER SERVICES PROVIDED:

The secondary program included three classes of Home Economics I. At grade 10 and above, semester courses including Child Care Services, Family Living, Foods and Nutrition, Food Service, Housing and Home Furnishings, Textiles and Clothing were offered.

For the third year, the Future Homemakers of America chapter worked cooperatively with three other vocational student organizations on a community service project.

The adult Consumer and Homemaking program included nine classes in Foods and Nutrition.

A Special Needs program for high school age special education program involved one home economics instructor working with the special education instructor to plan and coordinate class and on-the-job experiences for these students.

METHODS OF INSTRUCTION:

Teachers used a combination of classroom, laboratory, demonstration and field trips, plus work experience in the home and/or in businesses of the community.

INTENSITY OF THE PROGRAM:

Consumer and Homemaking classes met 55 minutes per day for 9 months. Child Care Services class (occupational) met 110 minutes per day for 4½ months and was repeated for a second 4½ months. Food Service class (occupational) met 55 minutes per day for 9 months.

PROGRAM EFFECTIVENESS:

All secondary courses are elective; while the total enrollment has remained relatively constant over the past three years, the kinds of students served has changed. Enrollment of boys has increased from 13 in FY 73 to 128 in FY 75. During 1974-75, there were 2 4/7 teachers; pre-enrollment for 1975-76 indicates a need for an additional part-time teacher.

COST PER STUDENT:

The cost per student was $71.85.

ADDITIONAL NEEDS IN VOCATIONAL EDUCATION

While considerable progress has been made toward providing vocational-technical education to greater numbers of people there remain some unmet needs which must receive increased attention in the succeeding years. The following have been identified by the state staff as areas demanding emphasis. These are not necessarily listed in order of priority.

Availability of Vocational Education - Only about 28 percent of the high school students in North Dakota are enrolled in vocational programs, excluding consumer and homemaking. There are 254 public school districts with vocational programs in about 90 different districts. More than one half of the high school students do not have access to comprehensive vocational education programs. More efforts are needed in developing the multi-district vocational center concept and other cooperative arrangements as a means to make vocational education available to more students.

Data for Program Planning - A system for providing current and projected labor market demands is needed. Present data is too general and does not relate specifically to vocational program needs. The projected coal and water development will alter the make-up of the work force considerably. These projected needs must be determined and incorporated into future program development.

Financial Support - As more new vocational programs are established and existing programs expanded there is a proportionate increase in costs. If quality vocational education programs are to be implemented and maintained it is essential that state and federal appropriations for such programs be increased in order to meet these growing demands.

Articulation - In order to eliminate unnecessary course duplication by requiring students to take vocational courses in skills they already possess, it is necessary that work continues on coordinating the articulation of vocational programs on the secondary, post secondary and adult levels.

Curriculum Development - Vocational curriculum must be continuously updated in order to better meet the needs of business and industry. In order to accomplsih this task, vocational education must work more closely with business and industry in upgrading the course content of each and every program. Local expertise must be more fully utilized in curriculum review.

Placement and Follow-up - Greater efforts are needed in providing assistance in placement of vocational program completions. Local schools need to become more committed to providing this assistance. More emphasis needs to be given to coordination of this activity with employment security and other related agencies. Planned three and five year follow-up programs are needed to provide consumer input into program evaluations.

Personnel Development - There is a need for planned in-service programs for all vocational education personnel. A thorough study should be made to determine specific areas of weakness and to give direction to the kinds of upgrading programs that are needed.

The following recommendations regarding additional needs for vocational education came from the State Advisory Council. The action/response is a summary of the activities completed or in progress by the State Board.

RECOMMENDATION 1.

The council recommends that the State Board for Vocational Education should make a special effort to include in their planning those manpower needs required to meet the impact of the proposed coal resources development and related activities in North Dakota.

Action/Response

The State Board was successful in securing a two-year project grant from the Old West Commission to survey and analyze the manpower needs of emerging occupations as a result of coal and water development in North Dakota. In addition to determining the manpower needs a complete task analysis will be made of each occupation to determine the specific skills and knowledge needed. This information will be useful in determining additional program requirements and what changes are needed in existing programs.

RECOMMENDATION 2.

The council recommends that the State Board for Vocational Education continue to support present and expand existing vocational programs. The council also endorses the multi-district center concept and other cooperative agreements between school districts and these efforts should be encouraged and expanded. The concept of mobile instructors, labs and equipment should be further explored and pilot programs should be developed.

Action/Response

The State Board is continuing all existing programs that meet State Plan requirements. In addition three new multi-district vocational centers will become operational in September, 1975, with five additional centers projected for the fall of 1976. School districts that cannot be served in a multi-district vocational center are being encouraged to cooperate with neighboring school districts for vocational education. At least five such cooperative efforts will be implemented in 1975-76. A mobile welding laboratory is being purchased and will be pilot-tested during the 1975-76 school year.

RECOMMENDATION 3.

The council recommends that the State Board for Vocational Education communicate with state and federal officials regarding the present minimum wage laws to consider possible exceptions for students in bona fide cooperative vocational education programs. Present minimum wage requirements have apparently reduced the number of work stations for cooperative education programs.

Action/Response

Members of the State staff were involved in obtaining an exception to the State minimum wage order for professional, technical, clerical and similar occupations. The minimum wage order states, "student-learners employed on a part-time basis pursuant to a bona fide vocational training program including a training agreement authorized and approved by the State Board for Vocational

Education may be employed at less than the current state wage order covering the above occupations." Federal minimum wage orders allow an employer under federal minimum wage laws to pay 75% of the minimum wage pursuant to application for student learner-permits in vocational programs approved by the State Board for Vocational Education.

RECOMMENDATION 4.

The council recommends that the State Board for Vocational Education expand their program of mini-grants, including but not limited to development of career education curriculum and research related activities.

Action/Response

The program of mini-grants is being continued in career education, curriculum development and research related activity. In addition, a program of mini-grants is being established in the area of vocational guidance. The grants will be used for career resource center materials, vocational testing materials and other non-personnel type expenditures.

RECOMMENDATION 5.

The council recommends that the State Board for Vocational Education express a concern to state and federal officials regarding outdated laws and regulations relating to work study programs. The present laws should be reviewed and changed to allow students to work more hours and earn more money during the school year.

Action/Response

The State Board has recognized the seriousness of the outdated law under Part H of the Vocational Education Act, as amended. The staff has exerted a great deal of pressure on USOE officials with several phone conversations and letters. (A copy of the correspondence was mailed to the State Advisory Council) Although funds available have been minimal, the State Board has had great pride in the program and unfortunately not all federal officials view the limitations of the current law in the same perspective since to our knowledge no effort has been made to amend the current law.

RECOMMENDATION 6.

The council recommends that the State Board for Vocational Education encourage the continuation of the present effort to coordinate the articulation of vocational programs between the secondary, post-secondary and adult levels.

Action/Response

Articulation efforts are being continued in all programs at all levels. The revision of all curriculum guides includes the identification of objectives for the secondary level and post-secondary level. Program content is then structured accordingly. This will assist in avoiding unnecessary duplication between levels.

RECOMMENDATION 7.

The council recommends that the State Board for Vocational Education continue their efforts in working with the State Employment Security Bureau to secure more valid data for planning and implementation of vocational education programs to meet North Dakota labor market needs.

Action/Response

The Employment Security Bureau has published "North Dakota Manpower Projections to 1980 by Industry and Occupation." The current and projected manpower needs are broken down by the major occupational titles. This data is utilized in determining areas of unmet needs and areas of where more persons are being trained than there are job opportunities. In addition, the Job Bank data, and monthly and quarterly projections published by the Employment Security Bureau are helpful in identifying short-term needs which may require intensive training programs to meet these immediate needs.

RECOMMENDATION 8.

The council recommends that the State Board for Vocational Education encourage institutions offering vocational training to continue their efforts in establishing effective placement systems for program graduates. Placement activities should be coordinated with other state agencies having job placement activities.

Action/Response

The State Board continues to emphasize the need for placement services for students completing vocational education programs. Effective placement programs involve the teacher, counselors and administrators as well as related agencies. The Employment Security Bureau is assisting placement activities at Bismarck Junior College by placing a district office person on the campus to coordinate placement. Hopefully, this service will be extended to other post-secondary institutions.

RECOMMENDATION 9.

The council recommends that the State Board for Vocational Education work with local education agencies in designing more effective methods of providing vocational education opportunities at secondary, post-secondary and adult levels. Present methods should be examined to determine if a more effective program delivery system or method can be designed that will result in better utilization of vocational education resources.

Action/Response

The State Board is working with local education agencies in designing vocational education programs. All programs are initiated, planned, and conducted at the local level. New methods are being developed. The multi-district vocational centers at the secondary level is one example.

Present methods are being evaluated to determine areas where improvement is needed. Local advisory committees are encouraged to provide input. An open line of communication exists with local school administrators and the state staff. The regional public forums on vocational education this year will deal with improving the delivery system for vocational education.

RECOMMENDATION 10.

The council recommends that the State Board for Vocational Education continue to promote the open-entry/open-exit concept for post-secondary and adult vocational training programs to better meet and serve those who need training and retraining for job opportunities.

Action/Response

The State Board provided testimony during the past legislative session specifically related to the open-entry/open-exit concept and allows junior colleges to claim State-Aid for instruction programs outside of the traditional September through May academic calendar year. The council's resolution was read to both education committees during the legislative session by the State Board staff.

RECOMMENDATION 11.

The council recommends that the State Board for Vocational Education encourage local school administrators and vocational teachers to work closely with business, industry and advisory committees in upgrading program course content.

Action/Response

The State Board not only encourages local administrators and teachers to work closely with business and industry but requires it through the local advisory committee. One of the major responsibilities of these local committees is to review the program course of study to determine its relevance to the particular business or industry for which the program is designed. In addition the courses of study are reviewed annually by the state supervisors.

RECOMMENDATION 12.

The council recommends that the State Board for Vocational Education work with the State Legislature to obtain increased state appropriations for projected vocational education needs in the state of North Dakota.

Action/Response

The State Legislature appropriated $3,633,564 of state funds for the current 1973-1975 biennium. The State Board for Vocational Education through the excellent assistance from concerned organizations and citizens of the state provide the positive testimony for increased vocational education support to further meet the needs of North Dakota youth and adults. This team effort increased the state appropriation by over 100% for the forthcoming 1975-1977 biennium ($7,803,483). The State Legislature's sincere support substantially increased the appropriations and clearly reflects their concern for providing meaningful educational and training needs of the state's youth and adult population.

RECOMMENDATION 13.

The council recommends that the State Board for Vocational Education continue to be the sole legislative approved board to receive and administer state and federal funds for vocational education.

Action/Response

Current state laws provide that the State Board for Public School Education (which is the State Board for Vocational Education) is the agency solely responsible for vocational education in the state, including the administration of funds provided by the Federal Government and by this the state. The State Board will continue to support this administrative structure.

RECOMMENDATION 14.

The council recommends that the State Board for Vocational Education encourage the establishment of a baccalaureate teacher education program for Trade, Industrial and Health Occupations teachers in the state of North Dakota as recommended in item 7 on pages 9-10 of the council's Fourth Annual Evaluation Report.

Action/Response

Letters of intent and/or formal proposals have been received from three different four-year institutions of higher education, indicating a desire to initiate a degree granting teacher education programs for Trade, Industrial and Health Occupations instructors. The State staff is reviewing the feasibility of establishing such a program and considering the merits of each institution that has expressed an interest.

RECOMMENDATION 15.

The council recommends that the State Board for Vocational Education attempt to involve more teachers and administrators in the identification of goals for vocational education in the state of North Dakota.

Action/Response

Opportunities do exist that allow input by teachers and administrators in the preparation of the State Plan. Most goals for vocational education are determined from information contained in annual plans submitted by local schools and institutions. A statewide advisory committee for each vocational service has been or is being established.

These committees provide an opportunity for additional involvement by teachers and administrators, either by actual membership on a committee or through the members, whichever is appropriate. At least two committees have been appointed for the purpose of advising the state director on matters relating to vocational education. The public forums being conducted cooperatively by the State Advisory Council and State Board for Vocational Education allow all teachers and administrators to express their views.